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President of Graham College,

Graham, N. C.

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THE

# NORTH CAROLINA TEACHER.

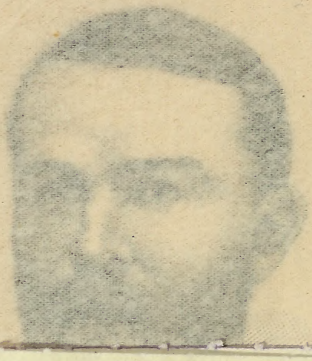
VOL. V. RALEIGH, SEPTEMBER, 1887. NO. 1.

EUGENE G. HARRELL, Editor.

## MY LOST HOUR.

Lost somewhere—a golden hour
Of this glorious, spring-like day,
Since the sunrise, ere the sunset,
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Of this glorious, spring-like day,
Since the sunrise, ere the sunset,
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Was it when I sat and loitered
That this time of such great cost
Slipped so idly through my fingers,
That my golden hour was lost?

Was it talking to my neighbors,
Weighing all their hopes and cares;
And too full of idle gossip
Well to mind my own affairs?

Did I fret away the minutes;
Was it murmuring; was I cross;
Where could all my sense have flown to,
That I met with such a loss?

For my hour was a jewel,
And with sixty small ones set.
Round each minute sixty seconds
Made the radiance brighter yet.

They could buy me, O, what riches!
Priceless treasures could they bring;
Each was worth alone in value
All the jewels of a king.

For the Lord would give me something,
If I went to Him, for each;
Oh, how precious those short lessons
He can in a moment teach!

Oh, how grand these views of glory
Which a second can make known!
Oh, my hour, Oh, my minutes,
Never more, alas! my own.

Some I might have used for Jesus
Other people's lives to bless;
Those bright moments well invested
Purchase healing for distress.

Oh, has anybody seen it?
Seen my precious hour of gold?
I would go to buy another,
But such treasures are not sold.

God prepared for me a number,
Just how few I do not know;
Did he give them for no purpose
But that I should lose them so?

—*Selected.*

---

THE STUDENT should study himself, his relation to society, to nature and to art; and above all, in all, and through all these, he should study the relations of himself, society, nature and art to God, the author of them all.—*Garfield.*

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Crowell, Rev. John F., Trinity College.
Dugger, Capt. John E., Warrenton Male Academy.
Long, Rev. W. S, A. M., Graham College.
Martin, Col Wm. J., M. A., LL. D., Davidson College.
Morehead City—Assembly Building.

[For The North Carolina Teacher.]

# REV. WILLIAM S. LONG, A. M.

BY REV. J. PRESSLEY BARRETT, D. D., RALEIGH, N. C.

Rev. W. S. Long, A. M., President-elect of Graham College, is one of the most influential and favorably known men in the Christian Church South. His talents, natural and acquired, would make him a strong man in any profession. He possesses a large share of the family characteristics, industry, perseverance, energy, decision, and conscientious adherence to what is believed to be right, which have made the Long family one of the most distinguished in central North Carolina. One son ranks high in the Medical Association; two have attained eminence in law early in life; another, Rev. D. A. Long, A. M., D. D., LL. D., is the president of the college over which Horace Mann once presided, and president of the Quadrennial Convention of the Christian Church.

The early life of President Long was spent on a farm two miles from Graham. He entered Graham College during the presidency of Rev. W. H. Doherty, A. M. On leaving college he began his career as a teacher in Virginia. While there he married Miss Lizzie Faucett, of Graham. Surrounded by his aged parents and a family of five children, no home is happier than his.

His life has been a busy, useful one, devoted to the education of the mind and morals. As a preacher, he is easy and moderate in delivery, simple and forcible in style, clear and comprehensive in his discourse, calm and courageous in defence of the truth, tender and loving in his appeals; a man of strong faith and fervent piety; for twelve years pastor of the church at Union, and for a longer time at Graham, and to-day moves among his people as a father and trusted counselor among his children.

The Church has felt his value and shown its appreciation of his services by several times electing him president of the General Convention and chairman of its most important committees. The North Carolina and Virginia Conference has repeatedly conferred upon him similar honors.

The recognition of his ability as a teacher and progressive educator has not been confined to his own people. He has been Professor of English in the Normal at the University of North Carolina, Chairman of County Superintendents of North Carolina, elected to conduct Teachers' Institutes in different parts of the State, four years County Superintendent of Alamance, and by the last Legislature appointed trustee of the University of North Carolina.

Since 1865 he has been connected with the school at Graham as teacher or principal. Last year under his management 138 pupils entered what was then Graham Normal College. On June 10, 1887, the property was leased by the Christian denomination, of which Mr. Long is a prominent minister, and it was at once changed into Graham College, under the control of the Christians, and Mr. Long was elected President, with flattering prospects for the success of the institution.

With a good physique, prepossessing appearance, easy address, genial disposition, a mind strong, clear and comprehensive, only forty-seven years of age, in the full vigor of physical and mental activity, surrounded by a large and increasing circle of influential admirers, the whole Church looked to him as the man for the presidency of the new college.

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EDUCATION AS a science comprehends the laws of the physical and mental constitution of man, and its relations to those means by which he can receive instruction and culture. Education as an art consists in selecting and applying the means used for imparting instruction and culture.— *Wickersham.*

[For The North Carolina Teacher.]

# HOW SHALL WE TEACH?

BY MISS CORINNE HARRISON, OF NEW BERN, N. C.

This is an age of progress, and along with the progress comes a vast deal of mental disquiet and general unrest, noticeable in all the activities of mental life. Many of the social problems whose solutions are to affect so vitally the universal man are as yet but just started. Being so little understood by the masses, their development does, and will necessarily, produce friction, and broils and turmoils are but the natural outcome of the different stages of problems whose principles are unknown but to the few—the end not comprehended save by these. Still, as the earth and the air are the more refreshed and purified after the severest wrangling of the elements, so will the social atmosphere be left the purer, the intellectual horizon the broader, when the fury of conflicting opinion shall have spent itself.

Foremost among these important questions is education, a difficult one, we know, and as America virtually becomes in different sections Ireland, Germany, Holland, Asia and Africa, the best informed and most experienced are forced to study closely the principles of education with their applications. We ask the teacher to realize fully the responsibility, dignity and influence of his position, second to none, if he be in spirit, thought and life a true educator. The future of nations depends upon his present training.

The educational world seems thoroughly alive with a desire to know more, to be more, and to do more, as is shown by the gathering of thousands of teachers in various parts of the land for an interchange of thought as to the best way to educate the young. Hopeful signs, but when we consider that we are but in the dawn of a bright and glorious future, that there are so many better and truer paths in which we may walk, our enthusiasm should increase and we should renew our determination to

enjoy the full sunlight, to find and tread these pleasanter paths, let it cost us what it may, long-loved opinion, broken idols of method, ambition to turn upon the world exact counterparts of ourselves—the being fettered, the individuality lost.

Herbert Spencer says: "To prepare us for complete living is the function which education has to discharge"; John Stuart Mills, that "education has for its object, beside calling forth the greatest possible quantity of intellectual power, to inspire the intensest love of truth," and Kant, that "the object of education *ought* to be to develop in the individual all the perfection of which he is capable."

When Emerson tells us that each babe signifies in purity and innocence another Christ, we, as teachers, doubtless realize the sacredness of the duty we have to perform toward their undeveloped immortal beings. True the idea of inherited evils may suggest itself here, but do not analogies from nature prove that these may be greatly modified, if not finally eradicated. The rose that has been wild is none the less valued or sought for because by care and thought bestowed upon it it has been developed into a thing of beauty rare and delicate. The sour of the berry disappears when nourished and cared for, and though the leopard cannot change his spots, he grows fond of his mother, obedient and docile toward her. If the animal instinct may be so played upon, what grand harmony may we not hope to produce when the chords of the human soul are made to vibrate by a skillful hand.

Unfortunately, many mothers leave far too much for the teacher to do in this first awakening of the child's powers. Ignorance of child-nature leads them to neglect that early, systematic, psychological training which should begin with the babe in arms; hence, they send to the teacher's care and guidance children with untrained wills, no idea of obedience except that gained by promise, which intensify their natural selfish tendencies.

Froebel, after fifty years of patient observation and a careful, loving study of the child, has shown us what can be done for

children too young to be sent to school. This system is appropriately called the kindergarten—a guarded company of children, who are to be treated as a gardener treats his plants; that is, in the first place studied to see what they are and what conditions they require for the fullest and most beautiful growth; in the second place, put into or supplied with these conditions with as little handling of their individuality as possible, but with an increasing, genial and provident care to remove all obstruction and favor all the circumstances of growth. Beautifully recognizing the threefold activity of the child, the kindergarten is based upon and harmoniously develops this. It is not sufficient that the child be told what to do, but that it learn by doing. Rightly interpret the plays and you find in them a philosophy worthy of Plato, and, indeed, set forth by him. There is prejudice against the kindergarten when, and only when, there is ignorance of it. It looks superficial only to those who have a superficial idea of it, though it is true that the system is superficially carried out by many a so-called kindergartner. That it is practical as applied to the mass of children has been proven by a ten years' experiment under the supervision and at the personal expense of Mrs. Shaw, of Boston. So successful has been the experiment that Superintendent Seaver, of that city, in his last report advises that it become a part of the public school system of Boston. Would it were a national law that no child, rich or poor, were allowed to enter the primary school until he has had the thorough and life-quickening training of the kindergarten. Surely it cannot be many years before the kindergarten shall be the recognized beginning, the Industrial School a part of the public school system of America. Then, and not until then, will it be capable of fulfilling its mission.

As the kindergarten is the natural step from the home, so the primary school follows the kindergarten. Here no less than in the kindergarten it requires one who has the soul of a wise and loving mother, the mind of an earnest teacher, the heart of a little child, to be a successful trainer of the young. "*Anybody*"

will no longer do to teach the youngest children. The primary teacher's place is scarcely less sacred and responsible than that of the mother.

Do we fully realize what we deal with, the infant mind and soul in the dawn of activity, with possibilities unheard of, unthought of, and as yet undreamed of? When a Laura Bridgman is brought from darkness into light we may well ask ourselves what we have so neglected that though our children have eyes, they see not; ears, they hear not! We do not believe that if a person has a philosophical mind, keen insight, a sympathetic nature, a certain versatility of manner, united with a love for children, that she need know only so much in order to be a successful primary teacher. Many know enough to teach in high schools and colleges, but not enough to teach a primary school. This has become so widely recognized that in many of the best training classes for kindergartners college graduates only are received.

"Yes, I should like to go abroad to study."

"But why," said a friend who had lived there for ten years; "you can learn just as much in America, can have just as fine advantages, even in music and art. Those who have studied abroad will, I think, agree with me."

"Oh," said another, "but you can never get that inspiration in America that you gain while listening to a Rubinstein or Von Bulow, or gazing upon the works of the grand old masters. Though their beauties cannot be comprehended by the untrained mind, there creeps into the soul a feeling not to be put into words."

What such works are to the true artist-soul the teacher rich in sympathy and learning is to the young heart and mind, an inspiration never forgotten, influencing the child throughout his life, elevating his ideals and quickening in him a desire to attain to nobler and better things—to go beyond the ordinary.

Then with humility of soul and earnestness of purpose, let us, after the manner of Froebel, study the child, know the being whose future so greatly depends upon the inspiration it receives

from us, as well as the possibility of having developed "all the perfection of which he is capable."

Since the young child gains knowledge through the senses alone, to follow the natural method would be to develop these in their order—sight, touch, hearing, taste and smell. Would you develop these most successfully, then see to it that you create an atmosphere wherein they may best flourish. Love is the natural atmosphere of the child. How soon it recognizes its mother's love, and as quickly does it know whether the teacher cares for it. If you do not love children, if you cannot sympathize with them, if you cannot encourage them, not for what they are, but for what you wish them to be, if you cannot be a child with them, willing to learn of them and from them, then give up teaching; do something that will pay you as well and in which you will not do as much lasting, yes, eternal harm! "It were better that a millstone were hanged about his neck than that he should offend one of these little ones."

"He who checks a child with terror,
Stops its play and stills its song,
Not alone commits an error,
But a great and moral wrong.

"Give it play and never fear it,
Active life is no defect;
Never, never break its spirit—
Curb it only to direct.

"Would you stop the flowing river,
Thinking it would cease to flow?
Onward it must flow forever,
Better teach it where to flow."

(TO BE CONTINUED.)

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IT IS a great mistake to think that they (younger boys) should *understand* all they learn; for God has ordered that in youth the memory should act vigorously, independent of the understanding—whereas a man cannot usually recollect a thing unless he understands it.—*Anon.*

[For The North Carolina Teacher.]

# HISTORIC ANALOGIES.

BY REV. J. M. ATKINSON, D. D., RALEIGH, N. C.

There is a saying, not more common than true, that history repeats itself. This need not surprise us when we think of the identity of human nature always and everywhere, and the occasional recurrence of the same or similar conditions under which it exerts and exhibits itself. It may be interesting to consider some of the more striking incidents related or referred to in the Scriptures, and those we meet with in the writings of secular historians, the historic characters described in the Scriptures and those delineated by uninspired writers.

It would, of course, be altogether irrelevant to allege events or personages which have come down to us in fabulous legends confessedly traditional and not in any strict or proper sense *historic;* stories which were nothing more than a traditional and distorted account of Biblical characters and events. The account, for example, of Deucalion and Phyrrha is evidently a Pagan tradition of Noah and the flood. This is only one of many floating traditions of real events recorded in the Scriptures. These early traditions, many of them widely extended, were nothing more than distortions or travesties of the truth. But those now to be pointed out were independent and unrelated facts or phenomena of the same kind with those recorded in the Scriptures, and chiefly, if not only, remarkable on that account.

In the earliest history of Rome, when Romulus had attracted many men to the infant city, and they lacked wives, the neighboring nations being unwilling to give them their daughters, he gave out that he was going to keep a great festival with sports and games. Then all the neighbors came with their wives and daughters, with a great number of the Sabines. Then while they were all looking at the games the people of Romulus rushed out and seized upon the women to take them for wives. A rough wooing!

From the twenty-first chapter of the Book of Judges we learn that when the women were destroyed out of Benjamin and their places were to be supplied, lest a tribe should be cut off from Israel, the device resorted to was almost identical with that employed in the rape of the Sabines

When the feast of the Lord was held in Shiloh and the daughters of Shiloh came out "to dance in dances," then the men who had been lying in ambush in the vineyards caught every man his wife—reversing the usual process, under which every wife is supposed to catch her husband. Satisfied and blessed, they then returned to their inheritance with the fair daughters of Shiloh and repaired the cities and dwelt in them. And so the story ends like a modern novel on a great scale, not with one happy marriage and the merry ringing of wedding-bells, but with many marriages, which we may graciously hope all turned out well alike for captor and captive.

The next analogy is less romantic, but not less real or remarkable. The feigned insanity of Lucius Junius, called Brutus or the Dullard, and a like incident in the life of David, king of Israel. Brutus, far from being dull, was singularly subtle and sagacious. He only feigned idiocy or insanity for fear of his uncle's cruelty, for he was very rich and was in dread lest King Tarquinius should put him to death and seize on his inheritance. After the violence done to Lucretia he came out, to the wonder of all who had known him, in the character of a hero and patriot. He drew the knife from the self-inflicted wound of the noble matron and swore to visit the flagitous deed of Sextus on King Tarquinius and all his hateful house.

The corresponding device of David at the court of Achish was in like manner fallen upon to save his life, endangered by the suspicions and jealousies of the servants of Achish. So he changed his behavior before them and feigned himself mad.

The many-sided character of David and his singular adventures were such as to furnish more than one parallel to the picturesque incidents recorded of noted characters in the Roman annals. In one period of his life we find a striking analogy to

what is recorded of Cataline, who drew to himself the most abandoned and desperate profligates in Rome. So David in the cave of Adullam, when his fortunes were at the worst. Outlaws and desperadoes from all quarters flocked to him and enlisted under him as captain of the band. Nothing can be more vivid than Sallust's description of Cataline, so nobly gifted but so utterly depraved—so devoid of every sentiment, not only of patriotism, but of humanity—organizing a conspiracy against his country, which was to consign the city to conflagration and involve in one promiscuous ruin all that was sacred and all that was dear! To compass this nefarious end, he gathered about him the most depraved and reckless of the Roman youth and initiated them into his wicked schemes.

David, for a different purpose, drew to himself the same criminal class. It would seem, from the brief and obscure notice of Jepththa's preparation for his predatory enterprises, which ultimately led to his selection to be the head and hero of his people, that the men who composed his guerrilla band were men of the same reckless and lawless character. Judges ii:3. These men were like the associates of Cataline and David in Adullam—ruffians and outlaws of the most desperate and dangerous description.

In personal character, in warlike genius and prowess, united with the most eminent literary abilities and accomplishments, there is a marked resemblance between Julius Cæsar and King David. In Augustus Cæsar, who succeeded to the empire and authority of the mighty Julius; who established peace all over the world, and in whose peaceful reign the Prince of Peace was born; who was the imperial patron of letters, and whose age became the synonym and standard of the period when letters have most flourished and have been most honored,—we have a reproduction, in fainter type and on a smaller scale, of Solomon in his relation to David.

The resemblance between the character of Jezebel and that of Lady Macbeth, together with the overmastering and fatal influence which each respectively exerted over her less resolute and

more flexible husband, must have occurred to every one familiar with Scripture and Shakespeare. As is well known, the prince of dramatists — "not one, but all mankind's epitome" — was accustomed to take the plots of his plays from the Italian novelists, from tradition, from authentic history—indeed, from every accessible source whatever; and their merit consisted, not in the merit of the fable, but in the development of the plot and in the conception and delineation of the characters; in his own words, "in holding the mirror up to Nature and in reflecting with perfect fidelity all her forms, grotesque or grand, simple or subtle, common or rare." Just as the Greek tragedians wrought their tragedies from a few popular myths or stories familiar to all. They no more felt bound to invent the frame-work in which they set their pictures than the painter feels bound to construct the frame which is to hold his picture, or the sculptor to create the marble which he wrought into such grand and lovely forms. It is plain that Shakespeare was familiar with the Bible which had seized upon the mind of the England of his day as *a new book*. He had probably learned the most he knew of the Bible from the earlier versions, our authorized version having first appeared in 1611, only a few years before his death. His conception of the character of Lady Macbeth may possibly have been heightened by the vivid narration we have of the character and career of Jezebel. It is to be borne in mind, however, that the story of Lady Macbeth is not fictitious, but historic. In the "Tales of a Grandfather," Sir Walter Scott has embodied and sanctioned the current traditions of Scotland which Shakespeare has embalmed with the precious spices of his matchless genius.

Another striking analogy between sacred and profane history we see in the dream of Cæsar's wife and in the dream of Pilate's wife, both totally neglected.

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DISCOURAGEMENT HAS blighted the growth of many a promising mind.

[For The North Carolina Teacher.]

# WHAT IS AN ADJECTIVE?

BY B. F. GRADY, COUNTY SUPERINTENDENT DUPLIN COUNTY.

I recently made a rather surprising discovery, which may be of some interest to the teachers and county superintendents who read THE NORTH CAROLINA TEACHER.

It was made in this way: I was endeavoring to lead an advanced class of students to develop for themselves a body of rational rules for punctuation, and I soon made the preliminary discovery that they had no criterion by which *restrictive* clauses can be distinguished. Suspecting the source of their uncertainty, I enquired whether an adjective limits its noun, or describes the thing of which its noun is the name; whether, for instance, in the sentence, *Industrious boys study*, the word *industrious* confines the word *boys* to a particular class of human beings, or describes those beings. The answers revealed a wide divergence of opinions, and it was in the effort to account for this divergence that my discovery was made. It was not to be supposed that these students, who had attended different schools and studied different text-books, could hold their teachers responsible, primarily at least, for their uncertainty on this point; and the responsibility seemed necessarily attributable to their text-books. And here I found it. Gathering up all the grammars in my possession, I began a comparison, with increasing wonder, as I progressed, that there are so many school books in the market, made, as Hodge's razor was, "to sell."

The father of grammarians, Lindley Murray, came first with this definition: "An adjective is a word added to a substantive, to express its quality." On the same page he defines "substantive or noun" to be "the name of anything that exists, or of which we have any notion." Hence, an adjective expresses a quality of the *name* of a thing instead of a quality of the *thing* named!

Bullions (Greek Grammar) says: "An adjective is a word used to qualify a substantive;" which is another way of stating Murray's definition.

Holmes says: "An adjective is a word joined to a noun to name some property or quality ascribed to it." This is Murray repeated.

Bingham comes next with a considerable improvement: "An adjective is a word which qualifies or limits the *meaning* of a noun" (Italics mine). Here is something definite, and we seem to have reached a satisfactory conclusion; but we are doomed to disappointment. Classifying adjectives, he succumbs to authority and calls those *descriptive* "which limit and at the same time express a quality." In other words, they limit the *names* to which they are added, and at the same time express qualities of the *things* named!

Quackenbos comes next: "An adjective is a word used to qualify or limit the meaning of a substantive"—a definition substantially identical with Bingham's, and one which we could commend for its avoidance of every element of uncertainty. But we are disappointed again. Illustrating a remark, he gives the sentence, "Those four noisy English boys are here," and says that "'those' and 'English' tell which *boys* are meant"!

Coming now to the books prescribed in our public schools, we will first consult Harvey. He says: "An adjective is a word used to describe or define a noun"; and, further, "a descriptive adjective describes a noun by expressing some quality belonging to it." Now, a spoken noun can have few qualities besides lucidness and length, and a written noun can have few besides length, breadth, and color. This definition, therefore, is worthless, and it fairly illustrates the loose thinking which so often mars the pages of works on grammar.

Last of all, the book mostly used in our public schools, Reed and Kellogg, says: "Ripe apples are healthful. Unripe apples are hurtful. These added words *ripe* and *unripe* limit the word apples in its scope." This is clear enough; *ripe* and *unripe* have nothing to do with the *quality* of the *fruit*. But in the very

next lesson (Higher Lessons in English, Lesson 13) we are remitted to our old state of uncertainty. In the sentence, "Two honest young men were chosen," they say that "'young' tells the kind of men, 'honest' tells the kind of young men, and 'two' tells the number of honest young men." The "scope" of the word "*men*" is utterly ignored.

This, then, is my discovery: *We do not know what an adjective is.*

But surely, some reader will think, if the grammars all fail, Webster's Dictionary will tell us. Let us see. He says: "A word used with a noun or substantive to express a quality of the *thing* named. * * * Thus, in the phrase, *a wise ruler*, *wise* is the adjective, expressing a particular property of *ruler*"—*i. e.*, the *word* "ruler."

What is the matter with the authorities? Will not some of your readers who teach grammar as a science distinct from logic give us light on the subject?

## BILL NYE ON EDUCATION—A CLEVER LITTLE SATIRE.

"Tutor" asks: "What do you regard as the best method of teaching the alphabet to children?"

Very likely my method would hardly receive your endorsement, but with my own children I succeed by using an alphabet with the names attached, which I give below. I find that by connecting the alphabet with certain easy and interesting subjects the child rapidly acquires a knowledge of the letter, and it becomes firmly fixed in the mind. I use the following list of alphabetical names in the order given below:

A is for Antediluvian, Anarchistic, and Agamemnon.

B is for Bucephalus, Burgundy, and Bull-head.

C is for Cantharides, Confucius, and Casabianca.

D is for Deuteronomy, Delphi, and Dishabille.

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E is for Euripides, European, and Effervescent.
F is for Fumigate, Farinaceous, and Fundamental.
G is for Garrulous, Gastric, and Gangrene.
H is for Hamestrap, Honeysuckle, and Hoyle.
I is for Idiosyncrasy, Idiomatic, and Iodine.
J is for Jaundice, Jamaica, and Jeu d'esprit.
K is for Kandilphli, Kindergarten, and Ku-klux.
L is for Lop-sided, Lazarus, and Llano Estacado.
M is for Meningitis, Mardi Gras, and Mesopotamia.
N is for Narragansett, Neapolitan, and Nixcomarouse.
O is for Oleander, Oleaginous, and Oleomargarine.
P is for Phlebotomy, Phthisic, and Parabola.
Q is for Query, Quasi, and Quits.
R is for Rejuvenate, Regina, and Requiescat.
S is for Simultaneous, Sigauche, and Saleratus.
T is for Tubercular, Themistocles, and Thereabouts.
U is for Ultramarine, Uninitiated, and Utopian.
V is for Voluminous, Voltaire, and Vivisection.
W is for Witherspoon, Washerwoman, and Woodcraft.
X is for Xenophon, Xerxes, and Xmas.
Y is for Yadle, Yahoo, and Yellow-jacket.
Z is for Zoological, Zanzibar, and Zacatecas.

In this way the eye of the child is first appealed to. He becomes familiar with the words which begin with a certain letter, and before he knows it the letter itself has impressed itself on his memory.

Sometimes, however, where my children were slow to remember a word and hence its corresponding letter, I have drawn the object on a blackboard or on the side of the barn. For instance, we will suppose that D is hard to fix in the mind of the pupil and the word to which it belongs as an initial does not readily cling to the memory. I have only to draw upon the board a Deuteronomy, a Delphi, or a Dishabille, and he will never forget it. No matter how he may struggle to do so, it will still continue to haunt his brain forever. The same with Z, which is a very difficult letter to remember. I assist the memory by stimu-

lating the eye, drawing rapidly, and crudely perhaps, a Zoological, a Zanzibar, or a Zacatecas.

The great difficulty in teaching children the letters is that there is really nothing in the naked alphabet itself to win a child's love. We must dress it in attractive colors and gaudy plumage so that he will be involuntarily drawn to it.

Those who have used my method say that after mastering the alphabet, the binomial theorem and the rule in Shelly's case seemed like child's play. This goes to show what method and discipline will accomplish in the mind of the young.—*Exchange.*

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[For The North Carolina Teacher.]

## SCHOOL GOVERNMENT.

### No. 1—OBEDIENCE.

BY THE AUTHOR OF "PRESTON PAPERS," ROCHESTER, N. Y.

So much of one's success in teaching depends upon the ease of discipline and government that a few chapters cannot be amiss.

*First,* as an object to be accomplished by good government, I would place OBEDIENCE, which should be unvarying, prompt and cheerful. Unvarying, because one case of disobedience opens the door for many more; prompt, because a reluctant obedience must come from want of confidence and respect, or from a spirit of insubordination, either of which must be nipped in the bud; cheerful, because all American citizens are amenable to civil law, and the lesson of cheerful obedience, learned in youth and practiced daily during school-life, helps to make mobs unknown, and riots, rebellion, etc., impossible.

The wise teacher will make few special laws, but will see that every one of them is obeyed, and that as above indicated.

Standing one day at a window of a school-room, watching the children playing in the snow, was the mother of two of the best

boys in that room, in earnest conversation with the teacher. In the midst of the game the bell sounded. Some of the boys were just gathering fresh handfuls of snow to be made into balls for the play, but at the first sound of the bell the snow was dropped as with one accord and all *immediately* started for the school-house. In astonishment, the mother queried:

"Miss Y., do your pupils *always* mind like that?"

"I always expect them to, and they do, as a rule."

"Why, if *I* had called Tommy, or George either, I would have heard, 'Wait a minute'; or likely would have *had* to wait several minutes, without apology."

And it was true—the boys obeyed as they were taught, or *allowed*, for allowance of a thing becomes teaching, to the child. At home, in a laggard way, with a "Pretty-soon" or "Wait-a-minute" response; at school, prompt and without a thought of delay.

Teachers, see to your *obedience.*

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## GIRLS, HAVE A PURPOSE.

Girls, you cheapen yourselves by lack of purpose in life. You show commendable zeal in pursuing your studies—your alertness in comprehending and ability in surmounting difficult problems have become proverbial; nine times out of ten you outrank your brothers thus far, but when the end is attained, the goal reached, whether it be the graduating certificate from a graded school or a college diploma, for nine out of every ten it might as well be added thereto, "dead to farther activity, or, sleeping until marriage shall resurrect her."

Crocheting, placquing, dressing, visiting, music, and flirtations make up the sum total for the expense and labor expended for your existence. If forced to earn your own support, you are content to stand behind a counter, or teach school term after

term in the same grade, while the young men who graduated with you walk up the grades as up a ladder, to professorship, and good salary, from which they swing off into law, physics, or, perhaps, the legislative firmament, leaving difficulties and obstacles like nebulæ in their wake. You girls, satisfied with mediocrity, have an eye mainly for the "main chance"—marriage. If you marry wealthy—which is marrying *well* according to the modern popular idea—you dress more elegantly, cultivate more fashionable society, leave your thinking for your husband and minister to do for you, and become in the economy of life but a sentient nonentity. If you are true to the grand passion, and accept with it poverty, you bake, brew, scrub, and talk with your neighbor over the back fence for recreation, spending the years literally like the horse in a treadmill, all for the lack of a *purpose*, a purpose sufficiently potent to convert the latent talent into a gem of living beauty, a creative force which makes all adjuncts secondary like planets to their central sun. Choose some one course or calling and *master* it in all its details, sleep by it, work for it, and if marriage crowns you, it can but add new glory to your labor.—*Rena L. Miner in The Current.*

## "BIG WORDS."

The Aztec word consisting of thirty-two letters, "Amatlacuilolitquitcatlaxlahuilli," means "payment received for having been bearer of a paper with writing on it." But this is exceeded in length by a word even more portentious from the Cherokee language. This is "Winitawtgeginaliskawlungtanawnelitisesti," which means, "They will by that time have nearly done granting (favors) from a distance to them and to me."

REMEMBER that you ought to be more deeply interested in your school every day, as every business man is in his business.

## ABOUT OUR SCHOOLS.

ELLERBE HIGH SCHOOL is in charge of Mr. Thos. C. Brooks.

DALTON INSTITUTE opened August 8th, Mr. W. A. Flynt, Principal.

LEAKSVILLE HIGH SCHOOL is doing well under Mr. B. W. Ray and wife.

KINSEY SCHOOL opened August 31st, with Mr. Joseph Kinsey, Principal.

ROCKFORD HIGH SCHOOL is under the principalship of Mr. L. J. Cheeley.

FRANKLIN HIGH SCHOOL is still under the guidance of Mr. L. A. Williams.

BINGHAM SCHOOL begins its 187th half term under Major Robert Bingham.

CLYDE HIGH SCHOOL, Mr. J. D. Kinsland, Principal, opened with 100 pupils.

OAK GROVE ACADEMY, Rowan county, is in charge of Mr. J. M. L. Lyerly.

HOLLAND'S SCHOOL is doing well with Miss Cornelia F. Betts as Principal.

TROY HIGH SCHOOL is doing well under the principalship of Rev. B. G. Marsh.

PRIMARY SCHOOL, Hillsboro, is doing well with Miss Alice Heartt as Principal.

SUMMERVILLE HIGH SCHOOL opens favorably with Mr. H. S. Blair as Principal.

TARBORO ACADEMY is in charge of its well-known Principal, Mr. S. F. Wilkinson.

BILESVILLE ACADEMY opened August 1st, with Rev. F. S. Starrette as Principal.

HAYSVILLE HIGH SCHOOL is doing well with Mr. G. H. Haighler as Principal.

Mooresboro High School opened July 18th, with Mr. J. B. Philbeck, Principal.

Roxboro Music School opened August 1st, with Miss M. F. Jordan as Principal.

Art School, Ore Hill, opens September 19th, with Miss E. R. Merrill as Principal.

Kernersville High School opened August 22d, with S. C. Lindsay, Principal.

Ellenboro High School opened July 18th, with Miss Ellen E. Bostic, Principal.

Selma Academy is doing excellent work under Mr. C. A. Smith (Davidson College).

Concord High School opened August 15th, with Mr. James P. Cook, Principal.

Holly Grove Academy is still prospering under the auspices of Rev. W. P. Cline.

Southern Normal School opened August 1st, with Rev. J. O. Alderman, Principal.

Waynesville High School is booming under the principalship of Mr. E. J. Robeson.

Garysburg Graded School opens September 5th, with Capt. J. H. P. Leigh as Principal.

Granville Institute opens September 1st, with Miss Bettie Clarke, Principal, assisted by an able faculty.

Shelby Seminary opened July 11th, with Miss Minnie Davis and Miss S. J. J. Dickson as Principals.

Jamesville High School opened August 1st, with Mr. W. C. Allen (Wake Forest College) as Principal.

Highland School opened September 1st, its sixth annual session, under Mr. R. K. Meade (University Va.).

Cokesbury Academy opened July 25th, with an enrollment of 22. Miss Claudia Prince, Principal, assisted by Mrs. Geo. Prince in music.

Moravian Falls Academy opened August 16th, Rev. G. W. Green, Principal.

Trinity High School opened August 15th, with Mr. E. W. Faucette, Principal.

Claremont College opens September 13th, with Prof. A. C. Hottenstein as Principal.

Ashpole Institute opened its twentieth session August 1st, with Rev. S. Ivy as Principal.

Weaverville College opened September 2, with Rev. S. R. Trawick, A. M., as President.

Charlotte Female Institute opens September 7th, with Rev. Wm. R. Atkinson, Principal.

Jefferson High School is in charge of Prof. Kesler, who is building up a flourishing school.

Mount Olive High School is still under the excellent management of Mr. W. J. Scroggs.

Ore Hill Boarding School resumed August 1st, with Miss Fanny E. Thompson as Principal.

Wilson Academy, Caldwell county, opened August 1st, with Mr. E. F. Wakefield, Principal.

Norwood High School has opened, with a promising enrollment, under Maj. L. D. Andrews.

Warrenton Female School is still prospering under the management of Mrs. V. L. Pendleton.

Mt. St. Joseph's Academy resumed its exercises September 1st, Mother Superior, Hickory, N. C.

Jonesboro High School, for boys and girls, opened August 3d. Rev. Oscar Hightower, Principal.

Lumber Bridge Academy, with Mr. J. B. Carlyle as Principal, has about 60 pupils in attendance.

Macon High School opened its fifteenth session September 1st. Mr. W. A. Barrier, Principal; F. P. Matz, Ph. D., Vice-Principal.

Jamestown High School for boys and girls opened August 22d, Prof. J. M. Weatherly, Principal.

Smithfield Collegiate Institute is prospering under Messrs. Ira T. Turlington and J. L. Davis.

Catawba College is making an effort to raise $20,000 toward its endowment. Success to the effort.

Sparta Institute opens with promising results under its accomplished Principal, Rev. S. W. Brown.

Holt's Academy, at Burlington, is prospering under the continued management of Rev. J. W. Holt.

Keeversville School is under the joint management of Mr. J. M. Clampitt and Mr. R. S. Abernethy.

Union Institute opened August 1st, with Mr. O. C. Hamilton, Principal and D. J. Little, assistant.

Asheville Graded School will open its first session this fall. Handsome school buildings will be erected.

Gibson Station High School opened August 15th, with R. B. Clark (Davidson College), A. M., Principal.

Aurora Academy opens September 29th, Mr. R. T. Bonner, Principal, and Miss E. O. Langston, assistant.

Fork Church Academy is in a prosperous condition. Mr. J. T. Alderman (Wake Forest College) is Principal.

Henderson Female College opened August 30, Rev. J. M. Rhodes, President, assisted by an able faculty.

Durham Female Seminary will continue under Miss M. E. Carter (Greensboro Female College) as Principal.

Rock Ridge Academy, Wilson county, will be under the management of Rev. O. L. Stringfield, of Wakefield.

Union Church Academy is doing well under the skillful supervision of Mr. Isaac Fort, late of Wake county.

Gilliam's Academy opens its eleventh session October 25th, with Mr. J. W. Gilliam as Principal. Dr. G. W. Kernodle will give instruction in physiology.

RALEIGH SCHOOL COMMITTEE is erecting two large school buildings—one for the whites and one for the colored.

NIXONTON CLASSICAL AND MATHEMATICAL ACADEMY opened August 10th, Mr. Thos. M. Riddick, Principal.

GROVER HIGH SCHOOL opened August 1st, with Mr. P. T. Brodie, a graduate of Furman University, as Principal.

BUIE'S CREEK ACADEMY opened August 1st, with 68 pupils. Rev. J. A. Campbell (Wake Forest College) is Principal.

CHOWAN BAPTIST FEMALE INSTITUTE opens September 28th, Prof. J. B. Brewer (Wake Forest College), President.

CATAWBA COLLEGE opened August 1st. Full academic, business and collegiate courses taught. Rev. J. A. Foil, Principal.

NEWTON FEMALE SEMINARY opened September 1st, with Miss Minnie Willis (Greensboro Female College) as Principal.

JACKSON ACADEMY opens September 12th, under the efficient principalship of Mr. J. W. Fleetwood (Wake Forest College).

WILLIAMS' MILL ACADEMY is fortunate in securing the services of Miss Mary Belle McKay (Peace Institute) as Principal.

VASHTI HIGH SCHOOL is prospering under the management of Messrs. J. W. & J. J. Hendren (both Wake Forest College).

MEBANE SEMINARY opened August 15th, with Mrs. V. E. Pell and Miss Allie Pell, both late of Greensboro Female College.

WARRENTON MALE ACADEMY is under the efficient principalship of Capt. John E. Dugger (University of North Carolina).

REIDSVILLE, ROCKINGHAM COUNTY, will soon open a graded school for each race. Mr. Geo. R. McNeill is the Superintendent.

MONROE HIGH SCHOOL opened August 22d, with Mr. J. A. Monroe, Principal; Miss Mattie Gannon (Greensboro Female College), Teacher in Literary Department; Mrs. Monroe, Music, and Mrs. Stevens (Staunton Female College) in the Art Department.

GERMANTON INSTITUTE began its third term August 2d, with Mr. W. B. Harris, Principal; Miss Joy Harris, Teacher of Music.

GRAHAM COLLEGE opened August 8th, with Rev. W. S. Long, A. M., President, and Rev. J. U. Newman, Ph. B., assistant.

NEW GARDEN SCHOOL has just celebrated its semi-centennial. Gov. Scales was present, and spoke. Rev. Joseph Moore is President.

SANDY PLAIN ACADEMY began its fall term August 1st, with Mr. Z. V. Peed as Principal, assisted by Miss Belle Fleming in Music.

SALEM HIGH SCHOOL is still under the principalship of Mr. Marion Butler (University of North Carolina), and the school is succeeding finely.

MT. AIRY SEMINARY is still under the accomplished management of Miss S. Isabel Graves. New patent desks have been ordered for the school.

SOUTHERLAND SEMINARY opened August 29th, with Mr. John C. McEwen, A. B., as Principal, assisted by Miss Clara L. Fowler, of Wilmington.

OXFORD FEMALE SEMINARY opened August 31st, with a large and accomplished faculty. Prof. F. P. Hobgood (Wake Forest College), Principal.

PITTSBORO ACADEMY opened August 1st in a new building, commodious and well equipped. Mr. A. B. Hill (University North Carolina), Principal.

GREENSBORO FEMALE COLLEGE opened August 24th, with Rev. T. M. Jones, D. D., President, assisted by an able, accomplished and faithful faculty.

UTOPIA ACADEMY has opened with bright prospects. Mr. E. G. Beckwith (Wake Forest College) and his accomplished sister, Miss Rena Beckwith (New England Conservatory), Principals.

EUREKA ACADEMY opened August 1st, with Mr. G. W. Holmes as Principal and Miss Daisy Thompson as Teacher of Music.

HOLLY SPRINGS INSTITUTE opened August 22d, with Rev. J. M. White, Principal; Mrs. A. L. Thompson, Teacher of Music.

VINE HILL MALE ACADEMY opened August 1st, Mr. E. E. Hillard, A. B. (Wake Forest), F. H. Manning, A. M., Principals.

WAKEFIELD CLASSICAL AND MATHEMATICAL SCHOOL opens September 5th, with Rev. O. L. Stringfield and Mr. W. J. Ferrell, Principals.

CENTREVILLE MALE AND FEMALE ACADEMY opens September 19th, with Rev. J. L. Winfield as Principal and Mr. L. A. Williamson as associate.

WILSON COLLEGIATE INSTITUTE opens September 15th, with a full corps of experienced and accomplished teachers. Mr. Silas E. Warren, Principal.

CALDWELL INSTITUTE opened August 22d, with Mr. Julius I. Foust, Principal. A large and convenient academy building is now in course of erection.

HORNER SCHOOL opened August 1st, with Mr. J. H. Horner (University North Carolina) and T. J. Drewry (Virgina Military Institute) as Principals.

ELIZABETH CITY ACADEMY, for both sexes, opens its tenth annual session September 18th, with a full corps of excellent teachers. Mr. S. L. Sheep, Principal.

UNION HIGH SCHOOL opened August 8th. It offers to boys and girls a thorough literary, scientific and classical course of instruction. Mr. John S. Hodgin, Principal.

SALEM FEMALE ACADEMY has sent out over 6,000 *alumnea* during the past 83 years. It is under the supervision of Rev. Edward Rondthaler, D. D., and Rev. John H. Clewell as Principals, assisted by a large and able faculty.

HAWFIELDS ACADEMY has opened, with Mr. J. I. White as Principal. This school has just been refurnished with new desks, &c.

GLOBE ACADEMY opened August 8th, with Prof. W. F. Marshall, Principal, W. M. Francum and Mrs. W. F. Marshall, assistants.

APEX ACADEMY is doing well with Mr. W. A. Whitted (Wake Forest College) as Principal. Mr. W. is an old and experienced teacher.

SHELBY FEMALE COLLEGE opens September 14th, under the auspices of its new President, Rev. E. J. Willis, late of Cambridge, Maryland.

THOMPSON SCHOOL, Siler City, Capt. J. A. W. Thompson, Principal, bids fair to have a larger enrollment than last session, which numbered 163.

GRANITE ACADEMY has been newly painted, the grounds improved and the school seems to be on a boom. Mr. E. L. Hughes, Principal.

LAURINBURG FEMALE INSTITUTE opens September 27th, Prof. J. F. McKinnon, Principal; Miss Ruth McIver (Peace Institute), music teacher.

SELECT BOARDING AND DAY SCHOOL, Hillsboro, opened September 2d, under the efficient management of the Misses Nash and Miss Kollock.

UNION ACADEMY, Sampson county, opens September 1st, W. M. Holding, A. M. (Wake Forest College), Principal; Miss Ella Holding, assistant.

KINSTON HIGH SCHOOL opens its fall session with Mr. E. P. Mangum (University North Carolina), Principal, and Miss Amelia Hardie as assistant.

KINSTON COLLEGE opened its fall term September 5th, with five instructors in classics and modern languages; Mr. Geo. D. Meares, Teacher of Music; R. H. Lewis, A. M. (University of North Carolina), M. D., President.

ASHEVILLE FEMALE COLLEGE opens in its new building, heated by steam, with new furniture, new pianos, &c. Rev. Jas. Atkinson, Jr., President.

PLEASANT GROVE MALE AND FEMALE HIGH SCHOOL, Sampson county, opened September 1st, with Mr. J. A. Rackly (Trinity College) as Principal.

WILLIAMSTON ACADEMY, for both sexes, opens September 5th, under the principalship of Elder Sylvester Hassell, A. M. (University of North Carolina).

NEW BERN is to have a public school with free tuition limited to the sixth grade, notwithstanding the election there was unfavorable to the graded school.

GREENSBORO is happy over the erection of a new $12,000 graded school building now being erected there. The corner-stone has been laid. Congratulations.

SANFORD HIGH SCHOOL opened August 8th, with J. E. Kelly, A. M. (University N. C.), Principal, assisted by Mrs. Annie McGilvery, late of Pocket School.

DAVENPORT FEMALE COLLEGE opens September 3d, with Prof. Will H. Sanborn, President. A new chapel is in course of erection, and the outfit will be largely increased.

ALBEMARLE ACADEMY opened August 8th, under the efficient management of Mr. H. W. Spinks. Pupils are prepared for college, for teaching or for business pursuits.

NEW BERN HIGH SCHOOL opened September 19th, Mr. George W. Neal, A. M., Principal; James Thomas, A. B., Associate Principal; Painting and Drawing by Miss Nannie Roberts.

GREENVILLE INSTITUTE, for males and females, opened August 31st. The faculty is as follows: John Duckett (Furman University), Principal; Z. D. McWhorter (Vanderbilt University), Associate Principal; Mrs. V. H. Whichard, Drawing and Painting; Miss M. S. Cannon (Illinois Conservatory of Music), Vocal and Instrumental Music; Miss Cynthia Tull, Primary Department.

WHITEVILLE MALE AND FEMALE SCHOOL opened August 8th, with Rev. J. M. Dowseman, A. B. (Trinity College), Principal, and Mrs. M. L. Dowseman, Assistant and Teacher of Music.

RALEIGH MALE ACADEMY opened August 29th. Boys prepared for college or for business. Full classical, scientific and commercial courses. Profs. Hugh Morson and C. B. Denson, Principals.

JUDSON FEMALE COLLEGE opens its fall session with Rev. J. B. Boone, President. Messrs. Briggs and Dumford and Miss Darden, Mrs. Boone, Miss Hines and Miss Ballance constitute the faculty.

TRINITY COLLEGE opened its fall term August 24th, Rev. John F. Crowell, President. We are pleased to learn that the endowment fund has been increased to $30,000 within the last few months.

PENELOPE ACADEMY began its fall session July 27th, Rev. C. M. Murchison, Principal, assisted by his amiable and accomplished wife. Mr. Murchison hopes to have 100 pupils by the end of the year.

UNIVERSITY OF NORTH CAROLINA opened August 25th, Hon. Kemp P. Battle, LL. D., President. The indications are that this will be the most prosperous term which the University has ever enjoyed.

OAK RIDGE INSTITUTE opened its thirty-eighth annual session with a large attendance. Prepares for college, for teaching and for business. Messrs. J. A. & M. H. Holt (University of North Carolina) are the Principals, with a faculty unsurpassed in the South.

GLENWOOD HIGH SCHOOL is doing well under Prof. D. L. Ellis, who is assisted by Miss Kate L. McDonald. Prof. Ellis is one of the most successful teachers in North Carolina. In addition to his regular work he is editing and publishing the *Glenwood Monthly*, which is without a superior as a practical and helpful educational journal.

YADKIN COLLEGE, a high grade preparatory school for both sexes, began its fall term August 9th, Rev. A. R. Morgan, Principal; Mr. E. P. Mendenhall, assistant; Miss Lettie McCoy, Teacher of Music.

ST. MARY'S SCHOOL opens its ninety-third semi-annual session September 8th, Rev. Bennett Smedes, A. M., Rector. This is one of the most popular schools of the State and is always prosperous.

LEXINGTON FEMALE SEMINARY opened its first session September 1st, with Mr. Dred Peacock, A. B. (Trinity), Principal, and Mrs. Ella Peacock (Greensboro Female College) and Miss Laura Clement, assistants.

GREENSBORO GRADED SCHOOL has the following faculty for this session: Prof. R. A. Foard, Superintendent; Mr. Samuel Smith and Misses Sallie Brent, Nannie Caldwell, Annie Scales and Mamie Sherwood as assistants.

MOUNT VERNON SPRINGS ACADEMY, opened August 2d. The Principal, Mr. R. P. Johnson, has secured the services of Mr. H. H. Siler, a teacher of considerable reputation and experience.

PEACE INSTITUTE, Raleigh, opens September 6th. Messrs. R. Burwell & Son, Principals, will be assisted by experienced and accomplished teachers in every department. The building is one of the largest and best equipped in the State, heated by steam and lighted by electricity.

WAKE FOREST COLLEGE begins its fifty-third annual session September 1st. Ten distinct schools; nine instructors; 9,000 volumes in library; well equipped laboratories, reading-room and gymnasium; extensive grounds. For catalogues etc., address, President Charles E. Taylor, D. D.

MISS N. DELUKE BLAIR'S SELECT SCHOOL opened August 8th, with the following faculty: Miss N. DeLuke Blair, Principal; Miss Anna M. Blair, Assistant; Miss Adelia M. Taylor, Instructor in Art, Elocution and Calisthenics; Miss Lillian Gaffney, Instructor in Vocal and Instrumental Music.

Ravenscroft High School, established under the auspices of the Protestant Episcopal Church in North Carolina, has recently received a donation of $5,000 for the erection of a Theological Hall. It will open during September, under a faculty to be hereafter announced. Mr. Henry A. Prince, of Geneva, New York, is head master.

Wake Forest Male and Female Academy opened August 29th, in the new and commodious academy building erected by Mr. L. W. Bagley. Misses Mollie B. Fort and Belle Wingate are the Principals, and will be assisted in the music department by Miss Alice Fort. All three ladies are full graduates of Murfreesboro Collegiate Institute. Mrs. A. V. Purefoy, who has so long and so faithfully conducted this school, has retired from the profession, and cordially recommends the above-named young ladies who are to succeed her.

Littleton Female College opened August 24th, with the following able faculty: S. D. Bagley, A. M., Mental and Moral Philosophy and Logic; Miss E. F. Hood, Natural Science and Languages; Miss Viola Boddie, Mathematics and English Literature; Prof. J. C. Meares, Musical Director; Mrs. E. A. C. Jackson, Principal Preparatory Department; Miss Pattie L. Allen, Assistant in Music and Latin; Miss Emma F. Hood, Elocution; Misses S. A. Miles and M. T. Sledge, Department of Art; Mrs. S. D. Bagley, Domestic Economy.

Fair Bluff Male and Female Institute opened September 1st, with the following faculty: Rev. James A. Smith (Davidson College), Prof. of Mental and Moral Philosophy, Latin, Greek and Hebrew Languages; Capt. W. L. Floyd (Military Academy), Professor of Natural Science, Mathematics and Military Tactics; Miss Loula Ayers (Chowan Female Institute), Teacher of Higher English studies, Calisthenics, Music and French; Mrs. Maria Louisa Smite (Savannah, Georgia, Graded School), Teacher of Vocal and Intsrumental Music on Organ and Piano.

Davidson College opens September 8th. The faculty is as follows: Rev. L. McKinnon, D. D., President, Chaplain *ex-*

*officio*, and Professor of Ethics, Christian Evidences, and Bible Studies; W. J. Martin, LL. D., Vice-President, and Professor of Chemistry; W. D. Vinson, M. A., Professor of Mathematics; W. S. Graves, M. A., Professor of the Latin and French Languages; W. S. Currell, Ph. D., Professor of English, Psychology, and Political Economy; H. L. Smith, A. B., Professor of Natural Philosophy; Gonzalez Lodge, Ph. D., Acting Professor of the Greek and German Languages.

NORTH CAROLINA COLLEGE opened its full term August 27th, under its new President, Rev. J. G. Shaidt, A. M., of Knoxville, Tenn. He will have charge of the Department of Ancient Languages and Literature, and will give instruction in German, a duty for which he is eminently qualified, speaking that language with the same ease and fluency he does English. Mr. Shaidt is a native of Maryland, and is forty-one years of age. He took his literary course of study at Muhlenburg College, Allentown, Pa., where he was graduated in 1872, after which he entered the Theological Seminary at Philadelphia, completing his theological course there with graduation in 1875.

BOOMER HIGH SCHOOL, Prof. A. E. Booth, Principal, assisted by the accomplished Miss Clara Healen (Davenport College) in Music Department, and Mr. R. L. Wellborn and Miss Jennie Land in Primary Department, opened its fall session July 27th, under flattering auspices. Prof. Booth has succeeded in building up a first-class school in every respect. He has received an appointment by the State Superintendent of Public Instruction to Nashville Normal College, and will resign. His place will be occupied by Prof. L. A. Abernethy, both of Hoodtown Academy, South Carolina. This school has a bright future before it, and it is the determination of the managers to give the best instruction at the lowest rates. Maximum of advantages and minimum of expenses is their aim.

# IN THE SCHOOL-ROOM.

## NEW TEST WORK IN ARITHMETIC.

The editor of THE TEACHER recently came in possession of an entirely new and valuable method of testing the accuracy of work in the four fundamental rules of arithmetic. The method is the best that has ever come to our knowledge, and we believe it is "worth its weight in gold" to any progressive teacher. It is much better and simpler than the old method of "casting out the nines," there being less probability of an error in the work. It saves much time in examing examples in the school-room, and its absolute infallibity makes it doubly valuable. We take special pleasure in giving these rules to the readers of THE TEACHER, because we are sure that each person will feel that any one of the methods is worth many times the annual subscription price of THE TEACHER. This department will present one of these rules each month, beginning with

### ADDITION.

The first step is to find a "key figure" to the problem, and it is illustrated in the following example:

Add—

1563
784
3269
6482
36
9632

Beginning with the first row of figures, we add from left to right $1+5+6+3=15$, and we then add this sum so as to

reduce to *one* figure; 1+5=6, which gives us 6 as the "key figure" for the first row, and we set it to the right, thus:

1563—6

Now add the second row, thus: 7+8+4=19, then continue to add, 1+9=10, and we reduce this to one figure by dropping the cipher, which leaves 1 to be added to the 6 above, and we find the "key" to first and second rows to be 7, which we write to one side as before.

Continue this method with all the rows, adding each time the result to the key figure *next above*, which gives the key to the whole problem as fast as we proceed down the column. At the end of this work the problem will appear thus:

1563—6
784—7
3269—9
6482—2
36—2
9632—4

21766—4

And the "key" to the whole example is the last figure in our work, 4.

Now to examine the work done by the pupil we simply add together as before the figures in the *sum* as presented on the slate by the child. In the problem above they are 21766 and we have the result 22, which we add together to again reduce to *one* figure, thus, 2+2=4, and then we find the work correct because we have the final result the same as our "key figure"—4. The smallest error in adding the column would have given some other figure than 4 and thus the error would have been discovered.

A little practice will enable the teacher to do all the "key work" mentally so that the pupil never knows what is the key figure and the teacher may make the key while she writes the example on the slate and then keep it in mind until the work is presented for examination. Try this work and you will like it.

## MEMORY GEMS.

"Labor, dream, endure, aspire,
Give your lives as heaven sees best,
Struggle, conquer, work and rest."

In Faith and Hope, the world will disagree,
But all mankind's concern is CHARITY.

—*Pope.*

The childhood shows the man,
As morning shows the day.

—*Milton.*

Certainly this is a duty, not a sin:
"Cleanliness is next to Godliness."

—*John Wesley.*

The friends thou hast, and their adoption tried,
Grapple them to thy soul with hooks of steel.

—*Shakespeare.*

The rose is fairest when 'tis budding new,
And hope is brightest when it dawns from fears.

—*Scott.*

Seven hours to law, to soothing slumber seven,
Ten to the world allot, and *all* to *heaven.*

—*Sir William Jones.*

## DIVIDE THE RULE.

A North Carolina teacher desires a solution to the following problem:

Divide a twelve-inch rule into two parts, one of which shall be one-third longer than the other.

## THE PRIZE PROBLEM.

The problem given in the June number of THE TEACHER to the boys and girls of North Carolina has received a great number of responses from our young people throughout the State. It is indeed gratifying to see such an interest on the part of the boys and girls in such questions, and the promptness with which they returned solutions to the problem is evidence of their skill in numbers.

The problem required the figures 1, 2, 3, 4, 5, 6, 7, 8, 9, 0 to be arranged in position so that they would add just 100. The first correct solution was received at 2 o'clock, Friday, July 29, from HELEN L. FOIL (age 13), of Newton, N. C., and thus she became entitled to the prize—a handsome gold pen, holder and case. Her solution was as follows:

$$69+27+3+\tfrac{4}{8}+\tfrac{5}{10}=100$$

On the next day the following correct solutions were received:

From ANNIE HARWARD, of the Graded School, Raleigh:

$$59+40+\tfrac{38}{76}+\tfrac{1}{2}=100$$

From T. W. HARRIS, Jr., of the Durham Graded School:

$$70+19+5+2+\tfrac{8}{4}+\tfrac{6}{3}=100$$

From LAURA SWITZER, of Beaufort High School:

$$79+8+6+3+\tfrac{4}{2}+\tfrac{10}{5}=100$$

From ALEX. B. ANDREWS, Jr., of Raleigh Male Academy:

$$50\tfrac{1}{2}+49\tfrac{38}{76}=100$$

Since the prize was awarded correct solutions have been received from the following young people:

J. T. PUGH, of Morrisville:

$$4+5+78+9+0+\tfrac{6}{3}+\tfrac{2}{1}=100$$

W. W. Jones, of Oxford:

$$1+47+0+\tfrac{5}{2}\tfrac{8}{3}+\tfrac{6}{3}\tfrac{9}{1}=100$$

Daisy Gidney, of Shelby High School:

$$40\tfrac{1}{2}+59\tfrac{3}{7}\tfrac{8}{6}=100$$

Benj. B. Forest, of Graham Normal College:

$$1+23+47+8+9+\tfrac{6}{5}\tfrac{0}{1}=100$$

W. L. Phillips, Gulf, N. C.:

$$27+50+4+9+\tfrac{8}{1}+\tfrac{6}{3}=100$$

L. Georgie Brown, of Waco High School:

$$63\tfrac{4}{8}+27\tfrac{5}{1}\tfrac{0}{1}+9=100$$

The following solution, while it is not exactly in accordance with the proposition, yet is so ingeniously arranged that we give it as a matter of interest. It is the work of Annie Nelson, of Bethel Academy, Pitt county, and she deserves much credit for the solution:

$$\begin{aligned} 1\times 0 &= \ \ 0 \\ 2\times 9 &= \ 18 \\ 3\times 8 &= \ 24 \\ 4\times 7 &= \ 28 \\ 5\times 6 &= \ 30 \\ \hline & \ 100 \end{aligned}$$

These various solutions are all correct in the main, but those which are nearest in accordance with the proposition use fractions that are less than a whole number. We congratulate our young people on their work, and hope that they have been benefited by the test. Much credit is also due to those boys and girls who did not succeed in getting the proper solution, for their work gave evidence of much time and thought to the problem.

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Different people demand different kinds of government, so do different schools and pupils in the schools.

## ADDITION FOR LITTLE FOLKS.

A friend sends for publication the following easy methods of addition for the use of youngest scholars:

(1).

| | | |
|---|---|---|
| $7\ \frac{0}{1}$ | $5\ \frac{6}{1}$ | $4\ \frac{0}{1}$ |
| $8\ \overline{1}$ | 6 | 3 |
| $9\ \overline{1}$ | $7\ \overline{1}$ | $6\ \overline{1}$ |
| 6 | 8 | $7\ \overline{1}$ |
| $4\ \overline{1}$ | $9\ \overline{1}$ | 8 |
| 3 | $6\ \overline{1}$ | $5\ \overline{1}$ |
| 2 | $7\ \overline{1}$ | 4 |
| 1 | 8 | 3 |
| 40 | 56 | 40 |

Tens under tens, hundreds under hundreds, &c., we have—

40
56
40

4600 *Ans.*

(2).

| | | |
|---|---|---|
| $9\ \frac{2}{3}$ | $8\ \frac{2}{3}$ | $4\ \frac{8}{3}$ |
| 7 | 4 | 7 |
| $6\ \overline{2}$ | $3\ \overline{2}$ | $8\ \overline{2}$ |
| 4 | 2 | 9 |
| $7\ \overline{1}$ | $7\ \overline{1}$ | $6\ \overline{1}$ |
| 6 | 8 | 4 |
| 39 | 32 | 38 |

38
32
39

4258 *Ans.*

EXPLANATION.

(1). Add, say 3+4+5=12, which is *one* ten and 2 over (mark 1 in the margin); then 2+8=10, and nothing over; 7+6=13, which is *one* ten, 3 over. Then 3+3+4=10, which is *one* ten and nothing over. Place remainder or $\frac{0}{4}$ at the top. Count the *tens* and we have four tens=40.

In the second line we have 6 *tens* over—56=5 hundreds and 6 tens. In the third line we have no hundreds and 4 thousands. Placing tens under tens, etc., we have 4,600 for answer.

(2). Adding the *tens* as we go, the two last figures will be the answer.

(3). By putting down the right-hand figure and carrying the others, we have still another. Take, for illustration—

| | | |
|---|---|---|
| 5 $\frac{0}{4}$ | 7 $\frac{7}{3}$ | 8 $\frac{2}{3}$ |
| 8 $\frac{3}{}$ | 8 | 9 $\frac{2}{}$ |
| 9 $\frac{2}{}$ | 9 $\frac{2}{}$ | 6 $\frac{6}{}$ |
| 7 | 6 $\frac{1}{}$ | 4 |
| 8 $\frac{1}{}$ | 4 | 5 |
| — | — | — |
| 40 | 7 | 7 |

*Answer*, 4,072

For beginners and for proving addition, we do not know a method so well adapted for the little folks.

D. OF H.

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## TO THE BOYS AND GIRLS.

We want the boys and girls to tell THE TEACHER the proper address to put on a letter intended for the President of the United States. The first ten correct replies will be published in the October number of THE TEACHER. Those who send replies must not ask information on the question from any person, but give only their *own* opinions.

# OUR TEACHERS' COUNCILS.

## NORTH CAROLINA TEACHERS' COUNCILS.

[Editorial and Local articles from Raleigh News and Observer, August 11, 1887.]

North Carolina is now making more progress in educational matters than any other State in the South, and this advance is almost wholly due to the ambitious and progressive teachers of the State; and it is further true that the teachers are doing this work by active and thorough organization. An entirely new movement was recently inaugurated by THE NORTH CAROLINA TEACHER to secure fuller organization and co-operation, and it is meeting with universal approval by the teachers, we are informed. The plan is known as "The North Carolina Teachers' Councils," which provides for an organization in each county for promoting among the teachers and friends of education "social acquaintance and enjoyment, broader general information, consideration of the best methods of teaching, mutual and practical aid in securing good schools for our teachers and good teachers for the schools of the State; united, systematic effort towards progressive education in North Carolina; the improvement of our school interests, both public and private, and the furtherance of such plans for this purpose as may, from time to time, be inaugurated at the sessions of the North Carolina Teachers' Assembly."

Such a broad and progressive platform is of great interest to every teacher, and several counties instituted enthusiastic Councils as soon as the plan was submitted to them, and it will probably not be long before there will be an active Teachers' Council in every county of the State. The social features of the Councils are specially cultivated as they are at the Teachers' Assembly,

and this insures the heartiest co-operation of both the teachers and the citizens of the communities where the councils are established. Social and literary entertainments are to be held at appointed times, which will enlist the aid of the general public in advancing the cause of education throughout the State.

The State is proud of her teachers and of all their efforts at building up our educational interests, which so largely promote every material interest of the commonwealth, and at the present rate of advance the time is not far distant when North Carolina will stand first of all the Southern States in educational progress as she is now leading many others in the activity and enterprise of her teachers.

Anything looking to the advance of North Carolina's educational interests is to be commended, and hence the well-devised plan outlined for what are to be known as Teachers' Councils should by no means fail of general encouragement. It is calculated to do good.

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THE COUNTY SUPERINTENDENT who desires to make this year's school work more successful and satisfactory than ever before, should have a good live Teachers' Council to aid him in the work.

THE PUBLIC AND private teachers of Wake county will hold a meeting in Raleigh on Saturday, September 17th, at 12 o'clock for the purpose of organizing a Council, and we predict a good time for the teachers of our Metropolitan county.

MEMBERS OF COUNCILS should endeavor to have all the children in their counties in attendance at some good school. Visit the parents and guardians and persuade them to let the boys and girls have what little time is necessary for going to the district school, as the school days are so very short even at best.

THE TEACHERS' COUNCILS are destined to be a power for good in North Carolina. They have the means of accomplish-

ing what the profession desires and the State needs more than all other agencies combined. This being true, the Councils must be strong and be brave in the cause, and not hesitate to use their strength whenever and wherever it is required.

THERE ARE many school districts in North Carolina which have funds to their credit lying idle in the hands of the county treasurer, while the district has not had a school for months. The Councils should examine into this matter, and in all cases where a district has money it should be provided with a school at once, that the children of the State may receive the benefits of the school fund which has been apportioned to them.

THE TEACHERS' COUNCILS have a great work before them, and their facilities for accomplishing it are better than those of any other agency in the State at present. They are to interest the people in the schools to a larger degree, and they are to convert the enemies of the public schools into strong friends and supporters; and while this work may seem a little difficult at first, it is sure to be accomplished by due patience, forbearance and perseverance.

WE WILL forward, with pleasure, copies of the "Objects of North Carolina Teachers' Councils and Plans of Organization" to any teachers, school officers or friends of education who desire to organize a Council in their communities. The Constitution is printed in neat form, and will be supplied to Councils at actual cost, $1 per hundred copies by mail postpaid. In ordering, give the name of your Council in full and time of meeting, and they will be printed on the copies sent you.

IT IS very easy to organize a Teachers' Council in your town or neighborhood, and it will give a wonderful impetus to all the educational work of your county. Do not confine the membership to actual teachers, but endeavor to secure the co-operation of all in your vicinity who are specially interested in schools, and the cause will thus gain strength in your county. Give full publicity to all your meetings, and make the regular and special meetings attractive, and your success is absolutely certain.

On July 30, the progressive teachers of Cleveland county met in Shelby, at the call of Mr. S. E. Gidney, Principal of Shelby High School, and organized the second Teachers' Council in North Carolina. Great interest was manifested in the work by all the teachers, and the admirable influence of the Council will soon be felt throughout the county. The officers chosen are: Mr. S. E. Gidney, President; Mr. M. Alspaugh, Vice-President; Mr. Frank Roberts, Secretary; Miss Addie Gardner, Corresponding Secretary. The next regular meeting was held at Patterson's Springs on the 20th of August. We congratulate the teachers of Cleveland on their prompt and effective organization.

In organized effort the highest successes are found. People do not want to work alone, however great the object may be; and particularly is this true in the educational field. The teachers of any county in North Carolina who are not organized are depriving themselves of an incalculable power for their own professional good. Where even two or three active and progressive teachers are gathered together for organized work there will be mutual improvement, profit and increased professional power in their midst. Let the watchword for this school year be "Organization," and we will soon see the happy dawn of the better day which is coming to the Old North State, and the regular meetings of the Councils will give us the cream of good times.

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The Teachers' Councils are good things and will help on the school work in the way of improving teachers and public sentiment.—*Hon. S. M. Finger, State Superintendent of Public Instruction.*

# NORTH CAROLINA TEACHERS' ASSEMBLY.

## OUR "CHAUTAUQUAN" AT HOME.

The reputation which our Teachers' Assembly has made as a great body of the most ambitious and progressive teachers in America is one of which we are exceedingly proud. It is a good name which every teacher who has part or lot in it should strive to strengthen and uphold. Now this is to be done largely by the "Chautauquan" while at home and in the school-room.

It is true that the vacation is over and all the happy greetings and joyous meetings are ended for this season, the Assembly of 1887 is now a memory of the past, and its hundreds of pleasures and benefits exist only in our minds; but shall we forget these things so soon? Shall we lose the enthusiasm which filled our souls when sojourning at Morehead City in delightful social intercourse with the leaders of the profession in North Carolina? Shall the ambitious resolves which we made when listening to the encouraging words of our co-laborers be forgotten? By no means; but rather let us show by increase of energy and zeal that the North Carolina "Chautauquan" at home is just as conscientious, progressive and faithful a teacher as when in the great assembly by the sea-side.

Let us keep the educational fires which were lighted at the Assembly brightly burning in our souls, that they may illumine all our work in the school-room during the coming term, then the brilliancy of the rays will banish much of the darkness and gloom from the intellectual pathway along which we are trying to lead the boys and girls, and the beautiful hues will give the color of success and satisfaction to every effort we make for the enlightenment of those entrusted to our care. Let us infuse

into our pupils some of the enthusiasm which we caught from the Assembly, that they, as we, may be stimulated to greater diligence than ever before; and let us put into immediate practice, with patience and hope, some of the many admirable hints and suggestions which we were so fortunate as to receive while greeting the brotherhood in the "Summer Capital by the Sea."

Thus the teacher is intellectually benefited by the Assembly, thus the good influences of the gathering are to be extended throughout our State, and thus are its privileges, benefits and opportunities to be enlarged and its original objects to be fully attained by giving "the greatest good to the greatest number."

## ASSEMBLY ECHOES.

FROM NORTH CAROLINA TEACHERS AND FRIENDS OF EDUCATION.

Teachers must teach and govern by example as well as by theory, or else their instruction is a failure.—*Capt. John Duckett, of Greenville.*

I have a great devotion for North Carolina, and I make it the most important of all my geographical teaching.—*M. C. S. Noble, of Wilmington.*

The woman who can teach Latin is generally a good disciplinarian and a more successful teacher than others around her. —*Chas. D. McIver, of Raleigh.*

Love is an essential element in every true teacher, and no one who has not love for the little ones should be permitted to undertake the training of them.—*E. P. Moses, of Raleigh.*

Thrice honored be those generous spirits who bless and adorn the world by their lives of constant self-sacrifice—the teachers of our youth! Benefactors are they of the human race.—*Hon. Chas. R. Thomas, Jr., of Beaufort.*

Practical education is the kind to be desired, and it is the only kind that is improving to mankind.—*Rev. B. F. Marable, D. D., of Mt. Olive.*

The study of the lives and characters of our great Southern men will inculcate right principles in the hearts of our children. —*E. A. Alderman, of Goldsboro.*

This Assembly ought to assert itself now and at every session until it is given a North Carolina Normal College by the Legislature.—*Hon. J. C. Scarborough, of Smithfield.*

It is a mistake to say that we will not require a boy to read anything that he cannot understand, for if that rule is followed it is quite certain that he will never understand very much.— *Capt. C. B. Denson, of Raleigh.*

There is no provision in our State law for the training of our female teachers. It ought to be done, and this assembly of teachers should say so, positively and emphatically.—*Hon. S. M. Finger, State Superintendent of Public Instruction.*

If our boys and girls are not taught the importance of the history they are living, how are they, as responsible men and women, to do their part in keeping the American ship of state out of the vortex of anarchy?—*Miss Lily Long, of Statesville.*

Don't be too full of new theories which are not engrafted on your own originality, for they will often fail. I have a contempt for that text-book on any subject which does not give the teacher and pupil credit for having some common sense.—*M. H. Holt, of Oak Ridge.*

Fiction is not always falsehood, for it often contains the very highest moral and historical truths, and history may be well taught through the dramatic illuminations of Shakespeare or the graceful writings of Walter Scott.—*Rev. Thomas Hume, Jr., D. D., of Chapel Hill.*

"Anybody" will not now do for the primary teacher, for it requires the very best training and highest talent; and the best teacher is not the one who makes the fewest mistakes, but it is the one who never makes the same mistake twice.—*Miss Corinne Harrison, of New Bern.*

## THE ASSEMBLY READING CIRCLE.

One of the most interesting sources of pleasure and improvement to the profession in the State during the past two years has been the Teachers' Reading Circle. Specially valuable, too, have been the local circles which have been in operation throughout the State, as the gatherings of teachers and friends who were pursuing a carefully chosen course of reading have not only given breadth of thought, but they have been an inspiration to one another to better work and thus greater usefulness.

The North Carolina Teachers' Reading Circle is intended to organize and unite the profession in a steady march of improvement. The profession is a growing one, and no member of it can afford to become stagnant, for those who constantly strive by study to prepare themselves for larger work will surely attain the highest types of the true teacher, and will just as surely move forward to the most pleasant and remunerative positions in our schools.

The very able Committee on Reading Circle elected at the recent session has been constantly at work on the course of reading ever since the adjournment, and their report as submitted below gives evidence of the greatest care and judgment in adopting the course for the current year. The books selected are such as it is believed that the teachers will find most helpful, and they are such as are adapted to the largest number. The course is intended to cover as broad a literary field as possible in the time given to it, and the teacher will find that it is an excellent and practical working professional library.

### REPORT OF READING CIRCLE COMMITTEE.

The following Course of Reading is suggested by the Committee on Reading Circle for the Assembly year ending June 1, 1886.

The committee think it best to take one period specially rich in great characters and in masterpieces of poetry and prose and assign readings in its history and literature, adding to this course certain books of science or travel, not connected with it, but affording an interesting variety and valuable information. These last will be designated "Special."

## EIGHTEENTH CENTURY STUDIES.

OCTOBER—

Brooke's Primer of English Literature, . . . . $ 40
Green's Shorter History of the English People. From 1688 to George IV., . . . . . 1 35
"English Men of Letters"—Life of Pope, . . . . 75
*Special*—Dawson's Earth and Man, . . . . . 1 50

NOVEMBER—

Pope's Poems: Essay on Man, . . . . . 20
Essay in Criticism, . . . . . 12
Duncial Elvisa to Abelard, . . . . 50
Pope's Letters, . . . . . 50
Mrs. Oliphant's Literary History of the Eighteenth Century, . 3 00
*Special*—Arabella Buckley's Life and Her Children, . . . 1 50

DECEMBER—

Pope's Rape of the Lock, . . . . . 20
Thackeray's English Humorists of the Eighteenth Century, . 20
Mrs. Oliphant's Literary History of the Eighteenth Century (concluded).
*Special*—Darwin's Voyage of a Naturalist, . . . . . 2 00

JANUARY—

Irving's Life of Goldsmith, . . . . . 20
Goldsmith's Poems: The Deserted Village, . . . . 25
The Traveller (Rolfe's edition), . . 25
The Good Natured Man, . . . 15
*Special*—Kinglake's Eöthen, . . . . . 20

FEBRUARY—

Goldsmith's Vicar of Wakefield and Citizen of the World, . 10
Johnson's Poems: London, and Vanity of Human Wishes, . 15
*Special*—Juvenal, with best translation of his Tales, if not the original, 1 25

MARCH—

Johnson's Rasselas, or Selections from The Rambler, . . 20
Lives of the Poets, . . . . . 1 50
Boswell's Life of Johnson, including Journey to the Hebrides (begun), 2 00

APRIL—

Macaulay's Essay on Dr. Johnson, . . . . . 1 00
Carlyle's Essay on Dr. Johnson, . . . . . 1 50
Boswell's Life of Johnson (concluded).
*Special*—Radestock's Habit in Education, . . . . . 65
Mrs. Charles's The Draytons and the Davenants, . . 1 25

MAY—

"English Men of Letters"—Life of Burke, . . . 75
Burke on The Sublime and The Beautiful, . . . . 15
Burke's Speeches on Conciliation with America and on Impeachment of Warren Hastings, . . . . . 25
Life of Sir Joshua Reynolds, . . . . . 1 50
*Special*—Cousin's The True, The Beautiful and The Good, . . 2 00

BOOKS FOR YOUNG PEOPLE.

| | |
|---|---|
| "The Story of the Nations" Series—The Normans, | 1 25 |
| Sidney Lanier's Malinogion, Percy, | 1 00 |
| Town Geology. By Chas. Kingsley, | 15 |
| Edward Clodd's Childhood of the World, | 10 |
| How I Found Livingston. By Stanley, | 3 50 |

THOS. HUME, JR., Univ. of N. C.,
W. S. CURRELL, Davidson College,
GEO. T. WINSTON, Univ. of N. C.,
W. S. POTEAT, Wake Forest College,
N. C. HUGHES, JR., Chocowinity,
*Committee.*

The books of the course may be ordered through booksellers, or they can be obtained from Alfred Williams & Co., of Raleigh, post-paid at the prices given.

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THE NEXT SESSION of the Assembly will as far surpass the recent one as that session was grander than any one previously held. There are plans maturing for some entirely new features which will be of great interest to every teacher and friend of education in North Carolina.

THE ASSEMBLY greatly enjoyed the large quantities of beautiful Cape Jessamine and other sweet flowers which were so kindly sent to the ladies every day by Capt. Charlie Hancock and wife, of New Bern. Though the exquisite fragrance of the flowers is now gone, the sweet memory of the kindness will ever remain.

WHEN DULL DAYS come in your school-room this fall, tap your bell, call the children to attention, and give them a five-minutes' talk about your trip to Morehead City. The observant teacher has material enough from the visit to the Assembly or the trip to Washington City to entertain and instruct a school for a whole year.

THE FULL proceedings of the recent session of the Teachers' Assembly at Morehead City are printed in pamphlet form and

North Carolina State Library.



are now ready for delivery. Copies will be mailed free to any person desiring them upon application to the Secretary. A supplemental volume will be published containing the regular addresses at the Assembly as soon as the papers are all in hand.

THE GROWTH of the North Carolina Teachers' Assembly has indeed been phenomenal. Just three years have elapsed since its organization, and in that brief time the membership has grown until it includes nearly every regular teacher in the State, and the session recently held at Morehead City had present more actual teachers than the combined attendance of all the normal schools in the State this year!

PROF. E. P. MOSES requests us to state that he hopes the report of his remarks at the Assembly on teaching primary reading will lead no one to think for a moment that he in any way favors the old Alphabetical method of teaching children to read. It is a system which he cannot tolerate, because he believes it to be directly opposed to the first principles of the science of pedagogy. He further believes that it is a pernicious practice to allow children, under any circumstances, to name the letters when they read.

THE PHOTOGRAPHS of the North Carolina teachers at Washington City, made on the steps of the Treasury Building, size 6 x 8, are very good, and may be procured of Mr. C. M. Bell, 459 Pennsylvania Avenue, Washington, D. C., at fifty cents each. The views made at Mount Vernon, with the Washington Mansion in the background, are also good, and are furnished by Mr. L. C. Dillon, 935 Pennsylvania Avenue, Washington, D. C., price $1 each by mail. Two views were made at Mount Vernon and are designated as the first and second "Teachers' Photograph of July 4, 1887." Orders for any of these pictures will be promptly filled by the artists. The photographs will be prized as keepsakes of the North Carolina teachers in Washington City.

# EDITORIAL.

## OUR NORMAL COLLEGE AGAIN.

THE TEACHERS, in their recent Assembly at Morehead City, were very emphatic in their desire for a "North Carolina Normal College," such as they are asking the State to establish for them. This expression of opinion is now getting so strong that the Legislature cannot afford to delay longer in the matter of establishing the Normal College. When a great and strong organization, representing three thousand leading North Carolina teachers, demands a reasonable thing so positively, "they mean business," and it is well for the authorities to heed so urgent and commendable a request. The days of the rickety log-cabin school-house and the incompetent teacher are passing away. North Carolina demands and deserves something better, the State is able to provide something better, and the first and greatest step towards progress and independence will be the Normal College. North Carolina teachers are to-day doing more to improve, develop and benefit the State than any other class of people within our borders; they are leading our children steadily and surely from the gloom of ignorance into the bright light of intelligence; and if their entire work should absolutely cease for ten years we doubt that there would be left in the State a hundred leading families, if they could possibly get away. We are proud of our teachers and of their faithful work, and while we all enjoy and share the blessings of their labors, it is our duty to provide every means which they desire for their improvement, so far as our ability will admit.

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DON'T HESITATE to apply to the editor of THE TEACHER for any information you may desire as to any matter connected with

he profession in this State. Whenever he can furnish the information, or in any way obtain it for you, it will be cheerfully given.

SEND US the catalogue or circular of your school, as we have frequent inquiries in regard to various North Carolina schools, and we want to keep as well informed as possible, that we may be of service to our teachers.

BEGIN THE first day's work of your school this fall by being sure that your name is on the subscription book of THE NORTH CAROLINA TEACHER. You will enjoy the bright and refreshing educational gossip and need the encouragement and aid which its regular visits will bring to you.

TEACHERS must honor their profession more, for thus will they command greater respect and be themselves more honored. There is no higher calling than that of the true teacher, and those who are engaged in the profession should act so that people may know that they are indeed proud of their work.

YOU WILL enjoy the capital address by Miss Corinne Harrison, one of North Carolina's favorite teachers. She is now engaged in the Dillaway School in Boston, and her reputation abroad is exceedingly fine, as it is at home. Miss Harrison is a thoroughly practical teacher, and her suggestions may be easily adopted by every teacher in our State.

HAVE YOU a good map of North Carolina in your schoolroom? The teachers who are using the new edition of Cobb's School Map of North Carolina write that they are greatly pleased with the good work that they are able to do with it. Children are specially interested in their own State, and their desire to know more of the State should be encouraged in every way.

EVERYBODY likes the "North Carolina Speaker," as it furnishes just the class of pieces, original and patriotic, which have been so long desired by teachers and the public. The new edition, beautifully bound in cloth, with gilt title, is now ready, price 75 cents post-paid, and it will prove a treasure to any teacher or scholar who wants something new and popular for recitation. The price of the paper edition is 40 cents.

THE NUMBER of our schools that have classes in the "History of North Carolina" has increased over two hundred per cent. within the past three years. This is an excellent indication of a growing interest in the State's history, such as gives us better and truer citizens to control the affairs of the commonwealth. Nearly every leading teacher in the State is giving regular instruction in North Carolina history to the young people of his school, both from the text-book adopted by the State and in special lectures from time to time.

LETTERS addressed to any teachers or friends of education in North Carolina, care of the editor of THE TEACHER, Raleigh, N. C., will be promptly forwarded to their destination. Teachers often desire to communicate with some other teacher in a matter of business of interest to both parties and neither may know the address of the other, as changes in location are being constantly made. We are familiar with the address of every regular teacher in North Carolina and generally keep up with all changes, and will be glad to assist any of the brotherhood in this direction where it will be advantageous to either party.

NORTH CAROLINA schools and North Carolina children demand and deserve the very best work that the teacher can give to them. Whether you are making a life profession of teaching or have simply "taken a school" until something better is found, or until you are ready to enter the ministry, or the University, or the practice of law or medicine, you should put heart and soul into your work. Your pupils require as much faithfulness on your part for a single month as if you were to have them in charge for a life-time. Be earnest, conscientious, enthusiastic and progressive in your school work, for this is the kind of service that the parents and the State are paying for, and they do not want any other kind, and the true teachers will not be satisfied to do any work except the very best of which they are capable.

THE NORTH CAROLINA TEACHER, as is its custom, and also the habit of all other good teachers, has been taking its usual

vacation during the months of July and August. It is also the custom with most of the other educational journals in America to take a two months' holiday in midsummer, because there are so few teachers at home during that time to receive the journal even if it were sent to them, it being well known that in the summer many of the progressive teachers are at the Assembly, normal schools, institutes, and other gatherings of the profession. Now, like all other teachers—improved by a little rest—at the beginning of September, the first school month, we again enter actively upon the work, and we hope that with us and also throughout the State there shall be no flagging of energies for a single day during the ensuing school year.

THERE SEEMS to be a combined effort on the part of some States of the Union to take from North Carolina some of the glories of our historical record. While we are well aware that this is mainly the promptings of envy, on account of the superior refinement and dignity which characterizes our people and the wonderful progress which North Carolina is making in educational and material interests, yet it is the duty of our teachers, who stand as "watchmen on the walls," to promptly repel any and all such pilferings. The latest attempt at historical theft was a claim that Virginia Dare was born in a sister State! This is a rich joke by reason of its unparalleled cheek! We have no desire to detract one iota from the fame of any other State in America, neither do we intend to allow our native State, North Carolina, to be robbed of a single atom of her well-earned glory in history or in battle, and we hope our teachers will bravely resist all encroachments upon the honor or glory of our historic record.

WE THANK our friends for good clubs of subscribers to THE NORTH CAROLINA TEACHER given to us by the normal schools and institutes. Asheville Normal gave us thirty new subscribers, Franklin Normal twenty-five, Clyde Institute twenty-five, and a good number of names comes from Sparta and Lincolnton. Specially do we appreciate the friendly words of

subscribers, as each one is an endorsement of our work and th value of THE TEACHER. In nearly every instance of expira tion of subscription a renewal has promptly been ordered, and the exceptions are only when the subscriber has left the profes sion and engaged in other business. The editor is under grea personal obligations for many very kind courtesies from friend during his brief visit to their busy educational workshops, and the cordial, friendly greetings which he has received from teachers and friends of education everywhere are exceedingly pleasant to him, and for those priceless evidences of esteem and co-operation in his work he is profoundly grateful. The editor can now scarcely realize that so much real pleasure could be crowded into three days as he found in those three of which he spent one each at the Asheville and Franklin Normal Schools and the Haywood County Teachers' Institute at Clyde. He acknowledges deepest obligations to Messrs. E. A. Alderman, P. P. Claxton, E. W. Kenneday, J. Y. Joyner, H. T. Farmer, L. A. Williams, R. A. Sentell, Robeson, Clark, and Miss M. R. Goodloe, likewise to many others whose pleasant words are so proudly remembered and appreciated.

ONE OF the most important of studies in the school-room is history. It forms the basis of almost all other general informa- tion in literature and art, and the subject may be made intensely interesting to young people. Particularly is this true in regard to the history of our own State and country, where all the scenes and incidents are partially familiar to us. A common mistake, however, is made by teachers in putting children of too young an age in the advanced text-books on this subject, and that has a tendency to dull the interest and create a distaste for history in general. We are convinced, by observation and also by our own experience in teaching, that no child should be put into a class of primary history until he has learned to read in the third reader tolerably well; and the advanced text-books on United States and general history should not be used by pupils under the fifth-reader grades. The "School History of North Carolina" is prepared for boys and girls who are reading fairly well in the

fourth and fifth readers, and the language is written specially to the understanding of these grades, employing such words as are usually found in the Fourth, Fifth and Sixth Readers. The style of the narrative is adapted to children of average advancement from twelve to eighteen years of age, and teachers find that children of those ages and the grade mentioned become fascinated in studying the heroic deeds of North Carolinians in all the important periods of our country's history, and they love to collect additional facts bearing upon any historical matter in which our State is specially concerned. It is particularly gratifying to teachers to know that North Carolina has a record which is so noble that they can tell it to the boys and girls of the State with great pleasure and pride.

## ABOUT OUR TEACHERS.

Miss A. Lizzie Liles is teaching at Cairo.

Mrs. M. J. Willoughby is teaching at Nashville.

Miss Mary H. Marriott is teaching at Battleboro.

Miss Bettie Whitehead is teaching at Battleboro.

Miss Lizzie Leathers is teaching at South Lowell.

Elder A. J. Moore has a good school at Whitaker's.

Prof. Blake has resigned as principal of Guilford High School.

Prof. John W. Graham (University of North Carolina) will teach at McLeansville.

Miss Lizzie E. Whitsett, of Fairview Academy, will be at Salem Female Academy next year.

Miss Annie H. Coble is the accomplished teacher of calisthenics in Thompson School, Siler City.

Miss Ellen Gilliam will teach in the literary department of Oakdale Academy next session.

Miss Alice P. Phillips, of Northampton county, will take a school at Kittrell, in Vance county.

Mr. J. H. Scarboro has been elected principal of Middleburg Male Academy, in Vance county.

Miss Sarah Norris has a school at Inwood, near Raleigh.

Miss Beulah Patterson is now connected with Oakdale Literary Academy as teacher of crayon drawing.

Mr. G. C. Benedict, of Richmond (Va.) College, has been elected principa of the high school at LaGrange, Lenoir county.

Frieden's Academy, Gibsonville, is in a highly prosperous condition under the principalship of Prof. John Buck (Roanoke College).

Mr. W. T. Whitsett, formerly principal of Highland School, Alamance county, is pursuing a special course at the University of North Carolina.

Misses Annie and Maggie Conigland will not teach during the fal session, but will spend the time in taking special lessons in music, Latin, &c

Mr. F. P. Wyche is the new principal of Beaufort High School, and the trustees will refurnish the building with patent desks and other conveniences

Rev. T. U. Faucette and wife, assisted by Miss Rosa Williamson, opened the fall term of Milton Female Academy August 21, with prospects for a most prosperous term.

Dr. W. B. Phillips and Prof. F. P. Venable, two of the University's most excellent faculty, gave The Teacher a pleasant visit during the Wake County Grape Fair.

Col. A. O. Lane, Mayor of Birmingham, Ala., and Chairman of the City Board of Education, was in Raleigh on the 14th and 15th of August, and was delighted with the Oak City.

Mr. Albert Anderson, principal of Middleburg Male Academy, has resigned the position to enter the profession of medicine. We wish him the highest success in his life-work.

Miss Mary R. Goodloe, of Charlotte Female Institute, and Miss Osborne, of Charlotte, may be proud of the laurels earned by their work at the Franklin Normal School as members of the faculty.

Mr. J. C. Ellis, of North Carolina, has a fine school of forty-eight scholars at Belleview, Georgia. He writes that "The North Carolina Teacher always revives me. I wish it came every week."

Prof. E. W. Kenneday, Superintendent of the Durham Graded School, made a great many strong friends and added to his very fine reputation as an educator by his admirable conduct of the Franklin Normal School in June. The school was one of the most successful in the State, and everybody was delighted at the excellent management of the superintendent and the good work of the entire faculty.

# CUPID AMONG THE TEACHERS.

## SIMPLY ADDITION.

"Arithmetic in former days said 'one and one are two,'
But now we have advanced so far that that style will not do;
And blushing bride and happy groom, whose lonely lives are done,
Say, with the parson's full consent, that one and one are one."

Miss Pamelia C. Wyche, late assistant in Roxboro Academy, was married June 29th to Mr. Wm. F. Reade, of Person county.

Miss Carrie Pell was married July 26th to Dr. J. B. Gunter, of Mebane's.

Miss Grace Dewey, late of Charlotte Graded School, was recently married to Mr. Lenoir Chambers, formerly of Burke county, now of Texas.

Rev. John F. Crowell, President of Trinity College, was married June 28th to Miss Laura K. Getz, of Reading, Pa.

Miss Pattie Lawrence, of Raleigh Centennial Graded School, was married August 4th to Mr. C. H. Ashley, of East Orange, N. J.

Miss Nannie Latham was married near Greenville, July 18th, to Mr. J. P. Quinnerly, of Centreville.

Mr. Ira T. Turlington, principal of Smithfield Collegiate Institute, was married August 20th to Miss Hortense M. Rose, teacher of music in Oak Ridge Institute.

Prof. George F. Atkinson, of our University, was married August 3d to Miss Lizzie Kerr, daughter of the late Prof. W. C. Kerr, State Geologist.

Mr. J. C. Meares, of Raleigh, teacher of music in Littleton Female College, was married to Miss Pattie Allen, a teacher in the same school, on the 19th of August.

Mr. J. L. English, of Marion, married Miss Cora Sledge, formerly of Raleigh, on August 15th. The couple failing to secure the approval and blessing of the parents, were compelled to elope; but then, "'tis *English*, you know."

Mr. Jonas Costner and Miss Carrie Wilson, both teachers in the Deaf and Dumb and Blind Institution, Raleigh, were married on August 31st.

# ABOUT NEW BOOKS.

[Any of the books here noticed may be obtained of Messrs. Alfred Williams & Co., Raleigh, N. C., at publishers' prices.]

The publishers have about reached perfection in school books, if we are to judge from those that now come from the presses of the leading publishers. In contents, typography and general "get up," they are fascinating to the teacher and attractive to the pupil. Among the new books recently sent to THE TEACHER, we find the following which are of special interest to the profession:

Messrs. GINN & Co., of Boston, have a fine list, and among the most attractive is the new series of splendid readers by Prof. J. H. Stickney. Four numbers comprise the course, and they are intended to be preparatory to the series of "Classics for Children," which is so popular. The prices are respectively 30 cents, 40 cents and 70 cents for the three numbers now ready. This house has also just issued a "Primer of Botanty," by Mrs. A. A. Knight, price 35 cents; "Twilight Thoughts," a collection of stories for children and child-lovers, by Mary S. Claude, price 50 cents; and Wentworth & Hill's "Exercise Manual in Arithmetic," No. 1, for mental discipline, price 35 cents.

Messrs. D. C. HEATH & Co., Boston, have also an attractive list of new books, and primary teachers will be pleased with "Suggestive Lessons in Language and Reading," by Anna B. Badlam, of the Boston Training School, price $1.65. A very readable and instructive book is "A Day in Ancient Rome," by Edgar S. Shumway, price $1; and every reader will enjoy "The Ruling Principle of Method applied to Education," by Antonio Rossini Serbati, translated by Mrs. William Grey, price $1.50.

Among the recent publications of Messrs. A. S. BARNES & Co., New York, is "Maxwell's Primary Lessons in Language and Composition," price 30 cents. The book is intended exclusively for the primary grades. It dispenses with the technical terms in grammar, and every teacher who examines or uses the book will say "it is just the thing." The "Elementary Treatise on Determinants," by Prof. Peck (price 75 cents) will be of special use to students preparing to enter upon a course of modern co-ordinate geometry.

Messrs. HARPER & BROS. have ready their two-book course in arithmetic. The series is carefully graded, and the second book (price 60 cents) contains as much work in the theory and practice of numbers as can profitably be done in four school years of ten months each, and it is a model text-book.

THE UNIVERSITY PUBLISHING Co., New York, now have ready the revised editions of their Holmes' First, Second, and Third Readers. These new books are models of beauty in every way, and their high standard of excellence will commend them to the profession. The prices are same as corresponding numbers of the regular series.

Messrs. ALFRED WILLIAMS & Co., Raleigh, have just brought from press "The North Carolina Speaker," which fills a demand long existing in this State for good pieces for recitation and declamation from our own people. Such a publication as this is deservedly popular, containing the very finest specimens of oratory by Senators Z. B. Vance, M. W. Ransom, Geo. Davis, and from such prominent North Carolinians as Dr. Kemp Battle, Col. William Bingham, Mrs. Mary Bayard Clark, "Christian Reid," Hon. Jas. C. Dobbin, Mr. Edwin W. Fuller, Mr. Chas. M. Busbee, Mr. R. T. Gray, Hon. S. M. Finger, Hon. William Gaston, Dr. Eugene Grissom, Rev. Francis L. Hawks, Mr. T. B. Kingsbury, Mr. Henry Blount, Rev. T. G. Lowe, Rev. T. H. Pritchard, Rev. A. W. Mangum, Rev. C. H. Wiley, D. D., Prof. Geo. T. Winston, and many other well known and cultured men and women of North Carolina of whom the State is very proud. The book has 200 pages and is issued in two styles of binding: paper, 40 cents; morocco cloth, stamped in gold and black, 75 cents. This firm has also just published "The North Carolina Primer," for mothers, day-schools and Sunday-schools. It comprises 24 pages, and the matter is well graded and beautifully illustrated. Price 50 cents per dozen by mail. The *sixth* edition of Messrs. Williams & Co.'s popular "School History of North Carolina" is just from the press in time for the fall schools. The recent slanderous attacks upon our State by some authors from other commonwealths have given an immense impetus to the teaching of our State's true history in the schools, that our children may become familiar with North Carolina's noble record, of which every son and daughter is very proud.

Messrs. D. APPLETON & Co. present in most attractive form the third book of their "Standard Geography Series," and the profession will be sure to like this new "Appleton's Physical Geography." The plan is new and original and embraces many special features of value which will be appreciated. All the most recent views and discoveries in regard to vulcanology, earthquakes, ocean currents, and climate are given, with illustrations, to the present year. The book contains 130 beautifully printed and profusely illustrated pages, and the maps are particularly fine. The Appletons have also just published for schools a "First Book in Chemistry" for home and primary schools, by Mary Shaw-Brewster; "Stories of Heroic Deeds," for boys and girls, by James Johonnot, and "Ten Great Events in History," by James Johonnot. For teachers is "Principles of Education Practically Considered," by J. N. Greenwood, Superintendent of Kansas City Schools, and this book is intended to help the teachers of this country to do better and more intelligent work by telling them what to do and what to avoid. The best primary work on physiology that we have ever seen has just come from the Appleton press under the title of "Health Lessons," by Dr. Jerome Walker. The style is entirely new and intensely interesting, and we could not refrain from reading the book entirely through before laying it down. Send for a copy at once and you will like it. Price 50 cents.

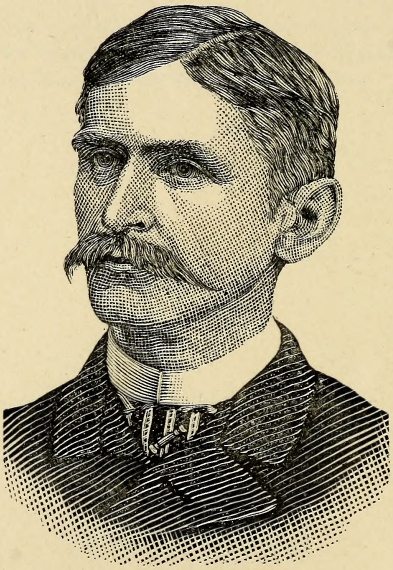
# TEACHERS' BUREAU.

[☞The North Carolina Teacher will recommend all applicants mentioned in this department, and letters answering any announcement may be addressed care of The Teacher and they will be promptly forwarded. We desire to aid every teacher in securing a good situation, and no charge is made for the insertion of notices in this department.]

## POSITIONS WANTED.

108. A lady of two years experience desires a situation as music teacher in some good school. Can furnish best of references. Address Miss C. R., Box 37, Wilson, N. C.

109. Wanted, by two young ladies, situations as teachers in private families. Qualifications: usual English branches, music and French. Can give good references. Address Miss S. F. Lewis, Port Royal, Va.



Rev. JOHN F. CROWELL,

PRESIDENT TRINITY COLLEGE.

THE

# NORTH CAROLINA TEACHER.

VOL. V. RALEIGH, OCTOBER, 1887. NO. 2.

EUGENE G. HARRELL, Editor.

## IN MY SCHOOL-ROOM.

BY MARY E. HOYT.

Eager faces shining
With the morning light,
Rosy little fingers
Folded close and tight.

Brown hair, soft and silky,
Shining golden curls,
Restless heads close shaven,
Teeth like rows of pearls.

Faces brown and dimpled,
Faces fair and sweet,
Red lips, fresh as rose-buds,
Noisy little feet.

Rosy flower faces
Upward turned to mine,
Blue and brown and gray eyes,
How they dance and shine!

Still and bright and glowing,
Waiting for my speech,
Oh, what is the wisdom
That I have to teach?

Who am I, to lead them
Up the shining way?
I, who faint and falter,
Stumbling every day.

Clear eyes, bright with gazing
Into things divine;
Loving young hearts waiting
For each word of mine.

And I tremble, fearing
Lest some word I say
Grieve the tender spirits,
Mar the lives alway.

Thou who lovest the children,
Once Thyself a child,
Gentle, strong, and tender,
Pure, and undefiled.

Smooth the path of knowledge
For the little feet;
Make the ways of wisdom
Beautiful and sweet.

Teach me, oh, I pray Thee,
Guide me all the way;
Strengthen me to lead them
Upward every day.

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BE SELF-POSSESSED. If you find that from hearing a class recite, watching the order of the room, and giving individual attention to pupils you are becoming confused, stop work for a moment until the fog clears away and you can act intelligently.

[For The North Carolina Teacher.]

# THE NORTH CAROLINA TEACHERS' BUREAU.

BY DAVID L. ELLIS, GLENWOOD, N. C.

Having had immediate charge of the Teachers' Bureau, at Morehead City, during the past session of the Assembly, perhaps I may be pardoned if I presume to express an opinion upon the workings of this valuable auxiliary of the teachers of our State. Much of the effectiveness of the Bureau is lost because those who would patronize it are not sufficiently well informed as to the nature of the institution and of its plans and manner of working.

In the first place, then, the Bureau is a "Bureau of Information"; and this information must of necessity be of a peculiar and accurate nature, whether derived from a teacher in search of position or from some person in need of a teacher.

THE APPLICANT FOR A POSITION SHOULD STATE:

1. Age.
2. Whether married or single.
3. Religious faith.
4. Where educated.
5. Experience in teaching.
6. Branches taught last—specialties if any.
7. Salary required.
8. References and furnish testimonials.
9. Enclose a postage stamp for reply.

Now, a word or two of explanation. Of the seventy-five applications entered upon the "Bureau" books, last June, fully nine-tenths of the number being from female teachers, *not one-third made any reference at all to age;* and, unless some member of the Bureau had personal acquaintance with the applicants, we could give enquirers no satisfaction whatever upon this point—"Miss A. may be sixteen or she may be sixty" for aught we knew.

I am not able to say why women (teachers especially) should object to telling their ages, if, as in this instance, it is a business necessity. Some people want *elderly* ladies for teachers, and sensible folks do not stop to ask why Miss A. or Miss B. lived to be forty years old and never married—all they wish to know is, how long Miss A. has been teaching, and whether her age and experience fit her to take a responsible position. This girlish nonsense of being exclusive about a lady's age has gone far enough with our teachers.

Our esteemed Secretary of the Assembly well said, "Age brings, sometimes, honors and promotion with it." I trust that, hereafter, no female teacher in our State will hesitate to let her age be known, whether she be seventeen or seventy years old.

Again, many letters were received from teachers, stating their wants about this way: "Please try to get me a position to teach. Would prefer a private school. Have had some experience in teaching. Best of references given if required." Now, this is *full* information with a postscript thrown in! "Some experience" is very definite, isn't it, to a man who wishes to know exactly how *many sessions* you have taught? and your "best of references" will help you a good deal when they lie serenely folded in the bottom of your trunk, two hundred miles from the Assembly.

"If required"—of course they are required; for nobody cares to hire a laborer of whom nothing is known except a vague allusion to "references." Your references and testimonials, then, should be filed with the Bureau—the Bureau will take good care of them and return them to you—so that any enquirer can examine them at once.

The other items on the list are too obvious to need much enlargement. Many schools wish teachers of certain religious denominations, and applicants should state to what church they belong; and others want graduates from particular colleges—for instance, one gentleman wished to employ two male teachers, both to be graduates of our University. Sometimes school officers are limited, both as to time and money—they wish to know *at*

*once* if a teacher can be had, and how much salary will be necessary to secure her services. The Bureau charges nothing for its services, and does not expect any pay of any kind; but it is common business courtesy to enclose a stamp for a reply to a letter which is to be written for *your benefit alone*, or to return a bundle of testimonials to the applicant, at the close of the Bureau's labors.

THOSE WHO WISH TO EMPLOY TEACHERS SHOULD STATE:

1. Kind of teacher wanted—male or female.
2. Requirements as to education, experience, religious faith, character, etc.
3. Salary to be paid, and whether this is guaranteed or provisional.
4. Full information about the school in every way.

Teachers that are teachers wish to know exactly what kind of place they are to work in, and how much they are to receive for this work.

Now, the books of the Bureau are admirably arranged to meet the requirements of the case, both as to "Positions Wanted" and "Teachers Wanted," but the trouble is that nearly all the applications are made by letter, those in charge of the Bureau have to take what is given and make as much of it as they can, as there is no time to write for "full particulars by return mail," when some one wishes to know *to-morrow* whether Miss A. can teach vocal as well as instrumental music; or when Mr. B. desires to ascertain whether he shall accept the offer of "C. H. School," or wait for a definite answer as to salary from "P. H. School."

The Bureau is a great help to our State teachers, and it may become invaluable to both school officers and teachers, if perfect frankness and liberality of expression obtain on the part of those who would apply to it for assistance. Many of our most flourishing schools have found teachers by its help, and scores of our most progressive educators owe their promotion to its generous activity in their behalf.

In conclusion, I wish to remark that nearly every progressive school in the State has a music department connected with it, and that all of our female teachers *should equip themselves to teach music*, or their occupation will be largely taken from them in the near future. The most numerous class of "wants" at the Assembly, last June, was for *Music Teachers*, and for those that could teach French—two subjects that every lady should understand reasonably well at least. This is a note of warning with no uncertain sound; for this question will be a living issue in North Carolina schools, great and small, at no distant day; and our lady teachers cannot afford to be weighed and found wanting in this department of knowledge.

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[For The North Carolina Teacher.]

## SCHOOL DISCIPLINE.

BY W. B. FELTON, ROCKY HOCK, N. C.

For the success of all institutions there must be some law or order by which they are to be governed, directed or controlled. Our universe is governed by natural laws, without which it is very probable that we should have been severed from the stage of action long, long ago, in some way we know not; it might have been by the earth, the place of our abode, coming in contact with some other planet, which would have resulted in a fatal disaster; or, perhaps, in the absence of some natural law by which the revolutions of this earth are governed, it might have strayed so far from its elliptical circle that all traces of life would have become extinct, for want of sufficient heat to sustain vitality. Or, upon the other hand, we might have been scorched to death by the burning rays of the sun, in consequence of the earth passing too near it.

The Creator of the universe, in His great wisdom, established laws by which, not only our little planet is to be governed, but

by which the myriads of worlds roll on in their grandeur, perfectly obeying the will of Him who sits in the circles of the heavens, without a jar or discord.

After God created the earth and properly fitted it for the habitation of human beings, He made man, gave him a companion, and placed them in a beautiful garden with pleasant surroundings, with instructions that they should dress it, and keep it in order. They could have free access to all the fruits of the garden, except the tree that stood in the midst thereof; of its fruits they must not eat. He informed them that in the day they should disregard His command they should surely die: there was a penalty to be inflicted for a violated law. For the good and well-being of man, there must be some restraints thrown around him. There must be law, order and government to be observed, and when it is not willingly done, it must be enforced.

The safety of a nation rests in the cheerful obedience and faithful execution of its laws of government.

Where law exists there must be a chief magistrate, or officer, to see that it is properly executed. In our grand old Republic a President, with an efficient Cabinet, sits at its head. In our State a Governor stands at the helm; in the district a judge, in the school-room a teacher, whose duties are many; he must be a governor as well as a teacher. To be successful he must possess some executive ability, as well as being apt to teach. He must have some idea of law, order and government, as well as being versed in the abstruse questions of science. He must be a man of patience, must not be too austere, not too exacting; should know how to rule with love and kindness. He should possess the art of gaining the affections of his pupils. It would be an incorrigible student indeed, who would willingly and persistently disobey the rules of such a teacher.

Firmness of character is another qualification of a good teacher; he should so deport himself that his pupils would have implicit confidence in him, so that when his rules are made known they will feel that they must be obeyed.

In order for a teacher to be successful in the management of his school, he will need the hearty co-operation of his patrons; they must work together, not adversely.

A teacher should endeavor to be as impartial in the management of his school as possible. Should he allow himself to act partially or be more lenient to one pupil than another, it would cause jealousy and discontent to arise among his scholars and thus weaken his influence among them, and bring upon himself their disrespect.

A faithful teacher is entitled to the confidence and esteem of his students. They should feel that he is their exemplar, should look upon him as their moral and intellectual guide. There may be times when he may not be able to govern satisfactorily by moral suasion, then he may be necessarily compelled to resort to a more rigid discipline. In some extreme cases corporal punishment might produce a salutary effect; however, we would not advocate a too frequent indulgence in the application of the rod.

The school-room should not be looked upon as a place for the incarceration of criminals. Its general management should be attractive and interesting, and not repulsive; its very air should be pleasant and agreeable. The teacher should be affable and not morose. He should be willing and ready to sympathize with his pupils in their failures, when they have made an honest effort to succeed. If a scholar be not apt to learn, he should be encouraged and persuaded to apply himself studiously to his books. His preceptor should not become impatient, nor discourage him by the use of abusive language, but rather strive to excite within him a spirit of emulation.

We believe that pupils should not be kept too closely confined to their books; while their mental faculties are being expanded, their physical natures should be developed. We believe in the old maxim, a "sound mind in a sound body."

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To TEACH, whether by word or action, is the greatest function on earth.—*Channing.*

[For The North Carolina Teacher.]

# HOW SHALL WE TEACH?

BY MISS CORINNE HARRISON, OF NEW BERN, N. C.

NUMBER TWO—CONCLUDED.

Assuming that the child is known as far as possible, the necessary qualifications of the teacher possessed, then see to it that the formation period is not neglected. Upon the character and intelligence of the work done here greatly depends the mental, moral and physical future of the child. The child will see, teach it to see, correct observation being the true basis of the precept—the first psychical step. The presentative power, or "that power by which the mind presents material and mental objects to itself so as to know them," must be trained with greatest care. Here, the teacher's skill must be exercised, lest he check the activity of the child, the proper development of which alone is growth. Choice of objects to be presented must be made, beginning with those that the child can readily comprehend, at the same time selecting such as will furnish him with ideas. To succeed, then, the voluntary attention of the child must be secured, for, says Dr. Boyden, of Bridgewater fame, "Training the mind to attention is the foundation of all other mental training."

But how shall we accomplish this all-important end? By knowing just what we intend to do before each recitation, thoroughly understanding the principles upon which the same is based, just how each successive step is to be taken in order to bring about the best result. Proceeding from the known to the unknown, the whole to parts, observing, naming, describing, studying lovingly, patiently, carefully each mind, learning to avoid in the future the mistakes of to-day, for the best teacher is not the one who makes the fewest mistakes, but who never makes the same mistake twice. If there is real love for the work and a thorough comprehension of the same, the instruction will be pleasing and full of enthusiasm. These have a

wonderful reflex influence upon the child. Then, too, see to the bodily comfort of the child, nor forget that it is a physical impossibility for him to attend to one thing but for a very short time, hence a variety of objects necessary, thus, a change of powers brought into play.

Then the presentative power alone to be cultivated, we might perhaps, stop here, but since upon the correct training of this, depend the proper cultivation of the memory, the imagination and the reflective process, we must urge that the observation be repeated until the precept become distinct, since there is no memory where the idea gained is indistinct. When once there is memory, the imagination is awakened, the reflective power stirred, the sensibilities quickened and the will exercised; hence if the first step be not rightly taken we have a chain of faulty sequences, ending in stunted or distorted growth.

Expression must keep pace with idea gained, the oral preceding the written. The natural impulsiveness of the child is shown here, and the skillful guidance of the teacher is again—as, indeed, when is it not? Direct the expression, but do not check it. When the bucket is full the water will spill, see that it does no harm.

Now that distinguishing characteristic of the teacher, the art of questioning, needs to be judiciously exercised. Fitch says, "It is possible to be fluent in speech, earnest in manner, happy in choice of illustration, and to be a very inefficient teacher nevertheless."

This idea was forcibly impressed upon my mind by observing a lesson, given upon a budding branch, by a bright young woman, just from the Normal School.

"What have I in my hand, children?"

"A branch."

"Yes, a branch, and you have a branch too, haven't you?"

"Yes'm."

"Now, children, look very carefully at your branch, and tell me what you find. I find some little swollen places on mine, they make the stem rough when I pass my hand over it. Do you see any of these little places on yours?"

"Yes'm."

"Now you look at those little places, and tell me what you see. I can take a knife and pull the outside piece down, can you?"

"Yes'm."

"What do you see underneath the outside covering? I see some very small tender little leaves. Now, children, why do you suppose these thick leaves are on the outside? What does mamma put over you when it's cold? a nice, warm blanket to keep the cold out, doesn't she, children?"

"Yes'm."

"Now you see these outside leaves keep these young and tender leaves nice and warm, don't they, children?"

"Yes'm."

"Isn't it good in God to take such good care of the poor little leaves that cannot take care of themselves?"

"Yes'm."

So the lesson went on. Here self-activity, except that of the teacher, was destroyed, hence the mental growth of the child stagnate, imagination, the valued product of object-teaching, bridled, the end lost sight of, hence not gained.

Never imitate any exercise you may have seen, heard or had advised, unless you can make it your own, and give it in your own peculiar way, being sure you understand the principles upon which it is based. 'Tis the study of principles we need; here is where we fail. Remember, simple imitation is sure death.

When possible, always bring the child into direct contact with nature. Originality of thought and action are at a premium in the world's market, and the commodity will continue scarce so long as the thought of centuries past is forced upon each successive generation. Follow Agassiz, let the child find out what he can, lead him to further discovery by well-timed aid, encouraging each effort toward self-gained knowledge. It is more than probable that you will be the child's debtor; some thought suggested by its questions may lead you into higher realms, for

wise must you be to answer the questions of these earnest little investigators of nature. We would urge each teacher to bring as many real objects into the school-room as possible, not plants only, but anything from which a practical lesson may be given. It does seem somewhat absurd to talk so much from the picture of a cat, when the living cat is within the reach of every one.

Each season, too, has its lesson, and naught is better adapted to the threefold development of the child than the observation of the beauties of each in its turn. The physical is given free scope, the mental furnished with objects numerous and attractive, and never can the mind and spiritual be more easily enkindled than by studying through nature nature's God. His presence everywhere, His goodness, mercy, wisdom, justice and truth, and this wonderful love toward all He has created, especially toward us for whom all that is was made. The cultivation of this part of the child's being lies within the immediate domain of the teacher; though so important a duty, it is often sadly neglected, and, alas, frequently forgotten. Too much care cannot be exercised in presenting God and His attributes to the young mind, not forcing upon their unawakened judgment your own deductions, but leading them to get their idea of Him through the manifestations of His goodness.

Through the emotions reach the will, directing it in ways that will strengthen. A useful exercise of this power is to have the child choose and abide by the consequences of its choice. Thus early in life will it learn the necessity of considering effect for time, and the folly of gratifying the desire of the moment, regardless of what may follow—A lesson which many a grown-up child has yet to learn.

To have the teaching successful, the prescribed course of study must be based upon the knowledge of the child, his capacity, his limitations. Observation as a means of furnishing ideas, here the natural sciences play a most important part. Language as a medium of expression of ideas gained, oral for the expression of the individual's ideas, written as a means of communication with others. Form and number as basis of

mathematics, color because a universal quality, and, too, to cultivate the æsthetic part of the child's nature. Physical exercises that will develop the body, general good behavior required, obedience, thoughtfulness of others, respect for their feelings and wishes, a love for all awakened by the love pure and true of the Great I Am.

The so-called results of this Natural Method have been sharply criticised, and we think justly so. Still, because novices or worse than novices, imitators, have blundered using devices, never heeding or even comprehending the underlying principles, because with this same class, story-telling has become a set thing, a new rattling of dead bones, because oral teaching has been so poorly done, should this condemn what is good in itself? Rather let what is worthy of this wholesale imitation be studied until known.

We earnestly ask every educator to observe practically the fact that all true development, hence education, is of exceeding slow growth. Do not force as you value the life, the soul, the child. Cram is the vampire which is yearly destroying the physical and mental activity of thousands of pupils and teachers, and those in authority who judge of results as such, without conscientiously enquiring into, and personally observing and re-observing the means used to gain the end, are responsible for this. When teachers and pupils are judged according to per cent. it is impossible to recognize their true worth, and the idea of education is a minus factor. Knowledge of facts simply will enable the pupil to get a high per cent., and this can be successfully drilled in the pupil by a very ordinary teacher—drilled we say, and still this teacher may not possess a single qualification of the educator.

Since the minds of no two children are alike, it is folly to expect the same results from different children; still, do we not often demand that all shall reach a certain average of scholarship? Guard against trying to mold them on the same general plan, such is not development, but mere mechanical work. Each child is distinctively himself, herself, the perfect teaching is that

which in no way destroys the identity of the pupil, but develops the same, pruning excressences if need be, but never destroying that which gives individuality to the being. A certain amount of mechanical training seems to be one of the necessary ills of the Public School, but still, by proper care and effort on the part of each teacher, much might be done to counteract this.

The day of written examinations, as tests of the ability of pupils and teachers, is fast waning. It is not wholly without the province of the Society for the Prevention of Cruelty to Children to deal with this subject, but to the credit of the educators of the country, it may be said that it is one that has been given serious thought by them. Primary children are no longer to undergo the tortures of a written examination before passing to the grammar school, and here, instead of obstructions sufficiently difficult to puzzle the examiner, the pastimes given show some comprehension of how much a child should be expected to do. No examination? Yes, but based upon a different principle, and for a different end.

What is true of the mental is no less true of the moral and the spiritual. But we are to do our part as though all were equally impressible, keeping a brave heart, seeking strength and courage from a deeper source than the results of the hour, ever mindful of the fact that we know not the influence for good or evil, even a single word, and, too, that our sowing is not for time, but for eternity.

Then have we failed because every child has not reached our own or some other one's standard? No, but we have failed if by word or deed we have crushed one aspiration for something higher and better, or failed to implant the desire for this same.

Prizes have been the bane of many a child's existence, destroying his nobler feelings, engendering pride and hatred. In some schools the giving of them is prohibited, but other means of arousing his ambition are resorted to, these having the same detrimental effect upon the character, seating according to rank, etc. Ruskin pertinently asks why a more fortunate boy should be taught to be hated by hanging favors about his neck,

instead of being looked up to, respected and followed. The world applauds and crowns success; God, honest effort as well.

"I can easier teach twenty what were good to be done, than be one of twenty to follow mine own teaching," but still with patient, hopeful trust, let us ever strive to reach—yes, the attainable. See to it that the fountain be pure, for the stream is as its source. Be all we would make our children, feeling toward each as if it were indeed our own, protecting, preserving and developing its individuality, realizing that here our greatest responsibility lies. Let us have for them "Love, not fondness, not desire of reciprocation, but self-forgetting and reverent of its object," remembering that she can transform the needed material to fineness who is truly refined, the most hardened to softness who deals with it tenderly.

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## REV. JOHN F. CROWELL.

PRESIDENT OF TRINITY COLLEGE.

It is very gratifying to THE TEACHER, and to all other friends of education in North Carolina, to note the great impetus which is now given to the prosperity of one of our favorate institutions of learning—Trinity College. Its history has been an eventful one, and it has seen its days of adversity, as has been the lot of all our Southern colleges, but yet it has exerted a remarkable power for good in every department of professional work in our State, and hundreds of its graduates are to-day reflecting honor upon their *alma mater*, and likewise upon our State.

At a special meeting of the Board of Trustees of the college on April 5th a new activity was given to the institution, and it was first made known in a well devised plan for raising $100,000 as an endowment fund, and the success of the plan was assured when Mr. J. S. Carr, a member of the board, and a strong

friend to every North Carolina educational enterprise, placed in the hands of the Treasurer a check for $10,000, as his contribution to the endowment fund. All honor to such a man, and may his wealth increase ten thousand fold, that his liberality may also bless many other institutions of learning.

The faculty of the college was reorganized at the April meeting of the trustees and Rev. John Franklin Crowell, of Fredericksburg, Pennsylvania, was chosen President, and with pleasure we present our readers the portrait of President Crowell as the frontispiece of this issue of The Teacher.

The trustees could hardly have made a wiser choice of a man to preside over the destinies of Trinity College. He is an admirable scholar and Christian gentleman, bountifully possessing all the rich qualities of heart and mind which should characterize one so signally honored. He was a member of the "Evangelical Association" or German Methodists, but has fully identified himself with the Methodist Episcopal Church, South, and is giving his best effort in building up the college and the church in North Carolina. He is now holding educational mass-meetings throughout the State in behalf of Trinity College, and it is a pleasure to see, through his influence, the endowment fund steadily and surely growing to the desired amount. More than $30,000 have already been given to the cause.

President Crowell is a regular graduate of Yale College, with distinction, and after graduation he spent a year in teaching, then returned to Yale and took a post-graduate course for two years. He then again took the principalship of his former school, and held that position at the time of his election as President of Trinity College. He is a young man, now about thirty years of age, is full of energy and enthusiasm, and possesses fine administrative ability for wisely and successfully continuing the noble work which the lamented Dr. Braxton Craven had so well begun.

On June 28th President Crowell married Miss Laura K. Getz, of Reading, Pennsylvania, and we cordially welcome to North Carolina the happy groom and his accomplished and congenial bride.

[For The North Carolina Teacher.]

# "TRASH."

BY HENRIETTA R. SMEDES (ST. MARY'S SCHOOL), RALEIGH, N. C.

Trash is that which is cast aside as useless. The earth was trash. It was worthless to the sun, and the fiery orb, thrilling with the spirit of heat and activity, retreated from the apparently inert, dead matter, and left it lonely in space. Not to be lost, however. The scorn of the mighty could not annihilate the feeble; and earth whirled on in the path traced out by the finger of God. It became the home of man. He did not consider it trash. It was his sole possession, his Eden. But, in his turn, he casts aside things which, because they are of no immediate worth to him, he calls trash. Let us see if to this despised class have not belonged many things which, their true use being known, are of the utmost value to man; and, by analogy, if there may not be still others whose worth he has not yet learned.

Surely to so utilitarian an age as ours this must be an interesting subject. The fact that man is now investigating it shows that he is at least awake to its importance. The history of the past has forced him to realize that trash, if allowed to be trash, is the worst of evils, the plague of the city, the curse of the poor. Nature allows no trash. In an uninhabited land no one thing is more useless than another. Man has made all the trash in the world, therefore it is his duty to abolish it. The only way of doing so is by converting it from the profitless into the profitable; and, beginning with refuse matter, man produces phosphorus from bones, paper from rags, and ardent spirits from fence-rails. What is apparently more worthless than iron ore? But locked within lies the most useful of servants. To free it from its bondage required a knowledge not possessed by barbarians; but, by the aid of carbon, in which civilization recognizes the key to the treasury of the metals, the stronghold has been opened, the prisoners released.

That which is mightier than he, man does not call trash. He bows down to evident greatness, whether he knows its value or not. He must always have trembled at the lightning as at a terrible, mysterious force. He knew not the hidden properties which make it now his trusty messenger. But its might and mystery aroused the patient spirit of inquiry that brought about their discovery. These he learned to appreciate in the infancy of science. To-day he turns from the telescope and the battery to the spectroscope and the microscope. To-day he investigates the worth of the small things he once neglected, of the intangible and invisible forces, of the rubbish-heaps of the world. Any one might perceive and admire the greatness of the powers of nature. It takes the wise to see the greatness of small things, and of "trash."

Men dream of ideals and depreciate the realities they find about them. But these realities are the expressions of God's idea. Men once spent their fortunes, their hopes, and their lives, in pursuit of the Philosopher's Stone. It was a phantasm which fled before them. Now, surely, they had grasped it, this last trial must succeed; the day was breaking in a flood of light. One explosion, and they were in the dark again. They sought an ideal of their own. They did not recognize that they already had in their hands, and were unwittingly perfecting, the Stone that was to turn even trash to gold. Science is the true Philosopher's Stone. That stone has been tried in the crucible of the ages. Because its application is universal, because it will turn all things to gold, its perfecting is not in the hands of any one alchemist. The whole world may work together to bring about that perfection which is only wrought by degrees. "Science proceeds, though the world stands still."

Man, too, has been called trash. Shakespeare has called him so. What will transmute him to gold? If the touchstone of the material trash is Knowledge, that of the spiritual is Faith. Each needs the agency of man. The scientist looks around upon the earth, and because he knows, he shows the value of every common thing. The believer looks around upon men, and because he believes, he teaches the inherent worth of every com-

mon man. Both scientists and believers are practical. Both are far-seeing and patient. Though the sphere of their action is different, the motive is the same. Finally, they meet on the same ground; for no man can be truly a scientist without being a believer, nor any a believer without recognizing the majesty of Knowledge. Following the example of science, the philanthropist to-day considers the poor and obscure, the meanest atoms of the mass of humanity, and by Faith sees the hour when "Time shall run back and bring the age of Gold."

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[For The North Carolina Teacher.]

## HYDE COUNTY TEACHERS' INSTITUTE.

The Teachers' Institute for the white teachers of Hyde county was held at the court-house in Swan Quarter, beginning on the 15th day of August, and remaining in session until the 24th.

Prof. John Duckett, of Greenville Institute, was principal and was assisted by Prof. C. F. Smith, of Pitt, and Miss Martha Whitley, of Washington.

The true earnestness in which the faculty went into the work at the opening of it inspired every teacher with its importance.

Thirty-three *bona fide* teachers, out of thirty-four who are preparing to teach, were enrolled. The average attendance during the term was twenty-eight. The exercises were well attended by a large crowd of visitors from all parts of the county, inclusive of the County Board of Education and School Committee.

At a meeting of the teachers held in the court-house on the morning of the third day of the Institute the following resolution was passed:

*Resolved*, That it is the sense of the Hyde County Teachers' Institute that the next Legislature should provide for the establishment of a Teachers' Training School, or State Normal, to be in session at least eight months during the year, and the faculty in said Normal be required to conduct the Teachers' Institutes in the different sections of the State during at least three months of their vacation.

The State cannot more wisely spend her money than in the Normal College and in the Institutes, as every child then becomes a beneficiary.

JOSEPH M. WATSON.

SWAN QUARTER, N. C., September 1st, 1887.

## ABOUT OUR SCHOOLS.

WASHINGTON HIGH SCHOOL is in charge of Misses Jennie Whitley and Bettie Brown.

COVE CREEK ACADEMY at Amantha is in charge of Mr. E. Spencer Blackburn as principal.

BINGHAM SCHOOL, Major Robert Bingham, Superintendent, has opened with 110 boys on the roll.

HUNTERSVILLE HIGH SCHOOL is in charge of Rev. W. W. Orr, A. M., assisted by an able faculty.

BETHEL ACADEMY, near Kenansville, has an enrollment of 27. Mr. E. Thomas Atkinson, Principal.

WILLIAMS' ACADEMY, Warsaw, is in charge of Mrs. James H. Fonville as principal. Enrollment 15.

MR. A. D. MARKHAM has presented the Baptists of Durham a lot on which it is proposed to build a female college.

GREEN RIVER HIGH SCHOOL, Mr. J. R. Hunter, Principal, has opened well and bids fair to have a prosperous term.

PIGEON RIVER HIGH SCHOOL, Mr. E. Y. Perry, Principal, Miss Annie Smathers, assistant, has opened with 119 scholars.

FRIEDEN'S ACADEMY, Guilford county, is rapidly gaining in popularity with Mr. John Buck (Roanoke College) as principal.

PLEASANT GROVE MALE AND FEMALE HIGH SCHOOL at Smokeville is in charge of Mr. J. A. Rackley, Ph. B., of Trinity College.

DURHAM MALE ACADEMY has opened with Prof. H. W. Reinhart as principal. Steps are being taken to erect suitable buildings.

SELMA ACADEMY is doing well with Mr. C. Alphonso Smith, A. B. (Davidson College), Principal, assisted by Miss Florence Moore in the Primary Department and Mrs. V. C. Howell in Music.

KINSTON COLLEGE opened with 89 pupils. The services of a competent Art Teacher have been secured. Dr. R. H. Lewis, President.

PIEDMONT SEMINARY, Prof. D. Matt. Thompson, Principal, began the fall term on 31st August, with every indication of a prosperous year.

THE COLORED TEACHERS of Chatham county have formed a Teachers' Association, and will meet regularly for consultation and improvement.

MEBANE FEMALE SCHOOL, Mrs. V. C. Pell, Principal, assisted by Miss Alice E. Pell, has an enrollment of 27 pupils with an encouraging prospect.

PITTSBORO SCIENTIFIC ACADEMY has an enrollment of 40. Mr. A. B. Hill (University of North Carolina), Principal, assisted by Miss Anna E. Merritt.

BOONVILLE PAROCHIAL SCHOOL opened September 12th with an enrollment of 23, Mrs. Elnora A. Ward, of Pennsylvania, Principal, assisted by Rev. C. B. Ward.

MILLS RIVER ACADEMY is enjoying a prosperous term with an enrollment of 95. Mr. J. E. Watts, A. B., the accomplished principal, is a graduate of Davidson College.

MISS MOLLIE FETZER'S SCHOOL, at Concord, has thirty-five pupils enrolled. The school will, in a week or two, occupy the new and commodious rooms built expressly for it.

ROADSIDE ACADEMY, near Wake Forest, is in its first session with an enrollment of 22. The excellent principal is Miss Lucy Ranes, a recent graduate of Oxford Female Seminary.

CONCORD FEMALE ACADEMY has opened with 75 pupils. Mr. R. H. Skeen is principal, assisted by Miss Anna R. Neal, Miss Nannie Swain, Mrs. V. Erwin and Miss Rosa McCorkle.

THE STATE COLORED NORMAL SCHOOL at Fayetteville opened on the 9th of September with an enrollment of 60 students. Prof. E. E. Smith (Shaw University) is the principal.

Clinton Academy, Sampson county, is fortunate in securing the services of Mr. W. M. Brooks (University of North Carolina) as principal. He is a gentleman of large experience as an educator.

Salem Academy, Cedar Cliff, is in the midst of a prosperous session. Mr. J. B. Thompson is principal, assisted by Mr. H. C. Stout, Mr. W. A. Smith, and Miss Stella Hogan, Instrumental Music.

The Asheville Home Industrial School, under the management of Rev. George Pease, will open October 5th. It is designed for the industrial training and Christian education of young females.

Antioch Academy, Robeson county, is a new school, handsomely furnished and presided over by Mr. J. G. Conoly. It is an English, Classical and Mathematical school for both sexes, and is meeting with much favor.

Thompson School, Siler City, Prof. J. A. W. Thompson as principal, assisted by Messrs. M. D. McNeill, C. E. McCulloch, A. L. Crutchfield, J. J. Fowler, A. W. Wilson and Misses M. G. Tucker and Annie Coble. The enrollment is over 100.

Trinity School at Chocowinity is in its twelfth year. The faculty consists of Rev. N. C. Hughes, A. M., D. D., Principal; Rev. N. C. Hughes, Jr. (University North Carolina), Vice-Principal; Mrs. Elizabeth Robinson, assistant; Miss Rebecca Albertson, music teacher.

Raleigh Graded Schools open October 3d, under the superintendence of Prof. E. P. Moses. A large and well furnished new building, named in honor of Archibald D. Murphy, has just been completed on north Person street for the white children, and another on South Street for the use of the colored children.

Madison Seminary, near Marshall, opened its first session August 1st with Mr. B. D. Barker (Wake Forest College) as principal. With new buildings and furniture and an enrollment of over 70, it promises to rank with the leading educational institutions of Western North Carolina.

THE METHODIST FEMALE SEMINARY at Durham is still in charge of Miss M. E. Carter (Greensboro Female College), assisted by Mrs. T. G. Cozart (Greensboro Female College and New England Conservatory), Miss Laura G. Doub (Greensboro Female College) in Music, and Miss E. K. Parker, teacher of Art.

THE TRUSTEES OF THE UNIVERSITY have elected Mr. Stephen B. Weeks (University of North Carolina), of Elizabeth City, assistant Professor of English Language and Literature, and Mr. Claudius Dockery, of Richmond county (University of North Carolina, 1887), assistant Professor of Latin Language and Literature.

CARTHAGE ACADEMIC INSTITUTE had a very encouraging opening, about 45 pupils enrolled. The school building is to be repaired, and its capacity more than doubled. The work is now under contract and will be completed in a few weeks. The principals of this school are Messrs. J. F. Cole and M. McG. Shields (University of North Carolina). Mrs. Mary Bagwell is teacher of Music.

PROF. D. MATT. THOMPSON, the thoroughly progressive Superintendent of Lincoln county, held in July the most successful institutes for his white and colored teachers that have ever been known in the county. All the public school teachers of the county were in attendance except two. Seventy-six teachers were enrolled and forty-nine were examined for certificates. Most efficient service was rendered in the white institute by Mrs. John A. McDonald, of Raleigh, and by Profs. A. C. Hottenstein and J. F. Brower and Mrs. Thompson. In the colored institute valuable aid was rendered by Messrs. S. G. Atkins and J. D. Davis and Rev. R. R. Morris.

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THAT MAN will be a benefactor of his race who shall teach us how to manage rightly the first years of a child's education.—*Garfield.*

# IN THE SCHOOL-ROOM.

## CRACKED.

FOR RECITATION.

'Twas a set of Resolutions,
As fine as fine could be,
And signed in painstaking fashion
By Nettie, Joe, and Bee.
And last in the list was written,
In letters broad and dark
(To look as grand as the others),
"Miss Baby Grace X her mark."

We'll try all ways to help our mother;
We won't be selfish to each other;
We'll say kind words to every one;
We won't tie pussy's feet for fun;
We won't be cross and snarly too;
And all the good we can, we'll do.

"It's just as easy to keep them,"
The children gaily cried;
But mamma, with a smile, made answer,
"Wait, darlings, till you are tried."
And truly the glad, bright New Year
Wasn't his birthday old,
When three little sorrowful faces
A sorrowful story told.

"And how are *your* resolutions?"
We asked of the Baby Grace,
Who stood with a smile of wonder
On her dear little dimpled face.
Quick came the merry answer—
She never an instant lacked—
"I don't fink much of 'em's broken,
But I dess 'em's 'bout all cracked!"

—*Youth's Companion.*

## NORTH CAROLINA.

There is no fairer land, no more delightful climate, no more fertile soil and no more marvelous mineral and timber wealth than is found in the section of country comprising East Tennessee and North Carolina. It is indeed a glorious country, and we imagine that Judge Kelly, of Pennsylvania, must have been speaking of this beautiful land, when, in a speech after returning from the South, he said: "My friends, North Carolina is the most beautiful and richest portion of God's earth upon which my feet or vision have ever rested."—*Manufacturers' Record, Baltimore.*

## KING DAVID'S TREASURE.

King David's treasure amounted to $3,000,000,000. Reduced to tons it would be 6,250, sufficient to load 12,500 camels; made into a rod one inch square it would reach 1,250,000 feet, or 236¾ miles; a rod one-fourth of an inch square, nearly 1,000 miles; cut into three-feet lengths it would make 1,666,666; put into a fence six to the foot, would reach 217,777 feet, or sufficient to make a gold fence over fifty miles long!

# TEST WORK IN ARITHMETIC.

NUMBER 2. SUBTRACTION.

The new method for addition, which we gave in August number of THE TEACHER, was received by our readers with even more appreciation than we had anticipated, and many teachers now have the method in constant use in their school-rooms.

The next test rule is for

SUBTRACTION,

and the method consists in finding a "key figure" as is done in Addition. This method is even more simple than before, and may be clearly understood by a single example, as follows:

Subtract—

567384
369425

Now add the minuend as before: 5+6+7+3+8+4=33=6, and to the key figure for the *minuend always add a cipher*, and in our work above the key will then be 60, which we write to one side, thus:

567384—60

Next, adding the numerals in the subtrahend, 3+6+9+4+2+5=29=11=2, we write the whole example thus, *subtracting* the key figures and reducing quotients to *one* figure until we have the key to the whole example.

567384—60
369425— 2

197959 58=13=4

Now make the subtraction in the example and we find the quotient to be 197959, which is to be reduced to one figure, thus: 1+9+7+9+5+9=40, which, being again reduced, gives us 4, the same as the "key" figure, and we find our work to be correct.

## JIMMIE'S LETTER.

The following letter was written by a little boy, seven years old, from one of our popular summer resorts to his "Grandpa" at Raleigh. It is quite an amusing specimen of circumstantial evidence as to the probability of cause and effect:

* * * N. C., June 29, 1887.

DEAR GRANDPA:—I am having a fine time here. There is a bar-room right in the hotel. How is Grandma? There is another right across the street.

Your affectionate grandson,

JIMMIE.

Our little friend Jimmie is well known in North Carolina, he having attended two sessions of the Teachers' Assembly.

## FROM THE WEST.

FRANKLIN, N. C., September 13, 1887.

EDITOR OF TEACHER:—Will you allow me, through the columns of your excellent journal, to speak a word in behalf of a gentleman who has done much for the teachers of this section, and who has been criticized severely by some of our teachers in the eastern part of the State? I refer to Dr. G. G. Groff, of Lewisburg, Penn., who was, for two successive terms, Principal of the Franklin State Normal School.

Now, I do not wish to enter into any controversy on the subject, but desire justice meted out to as high-toned and "well-rounded" a gentleman as it has ever been my pleasure to meet. Dr. Groff came to us an entire stranger; but I have never seen any one so win the affection, respect and esteem of our people as

he did in so short a time. While with us he never one time spoke d'sparagingly of our schools, but, on the contrary, rather complimented them; and after he had left us, and was conducting a Teachers' Institute in another State, he wrote to several parties here, stating that North Carolina teachers would compare favorably with any he had ever met. The Normal School, under his superintendency, was a complete success, as every one will testify who attended it. He did as much to enthuse our teachers to higher attainments in their profession as any one who had preceded him, and, on the whole, he gave entire satisfaction; and the severe criticism which he has received from some portions of our State caused some of us who knew him well to speak a word in his defence. And, although this article comes rather late, I hope it will be the means of changing the opinion held by some, of this good man. L. A. Williams.

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## A GOOD BLACKBOARD FOR ONE DOLLAR.

Buy two yards of heavy manilla paper, thirty-six inches wide, and one pint of "Black Diamond Liquid Slating," all of which will cost $1.00. Put on two coats of the slating—which any person can apply—and you have a blackboard 3x6 feet, as good as any to be had, except the genuine slate, and it will wear well for two or three terms of school. There will be enough slating left in the can to give another coat when needed. The materials for this board can be obtained at the price mentioned from Alfred Williams & Co., of Raleigh. This kind of blackboard is largely used in the public schools of Raleigh, and is highly recommended by Prof. E. P. Moses, the Superintendent.

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Never try to give an answer when you "don't know."

## THE RULE DIVIDED.

Let 1= the shorter end of rule. Then from conditions of question $1+\frac{1}{3}$=longer end.

$1+1+\frac{1}{3}$ or $2\frac{1}{3}$=whole rule or 12 inches,

or $\frac{7}{3}$=12 in.,

$\frac{1}{3}=\frac{12}{7}$ in.,

hence 1 or $\frac{3}{3}=\frac{36}{7}$ in., or $5\frac{1}{7}$ in.=shorter end.

$1+\frac{1}{3}=5\frac{1}{7}+1\frac{5}{7}=6\frac{6}{7}$ or longer end.

Hence ans.: Longer end is $6\frac{6}{7}$ inches, and shorter end is $5\frac{1}{7}$ inches. Respectfully yours,

JULIUS I. FAUST,
*Principal Caldwell Institute.*

### DIVIDED AGAIN.

Inclosed find solution desired by a "N. C. Teacher." Required to divide a 12-inch rule into two parts so that one part shall be $\frac{1}{3}$ longer than the other.

Let $2x$ = shorter part.

Let $3x$ = longer part.

$5x = 12$ in., or whole rule.

$x = 2\frac{2}{5}$ in.

$2x = 4\frac{4}{5}$ in.

$3x = 7\frac{1}{5}$ in.

Ans.: Longer end $7\frac{1}{5}$; shorter, $4\frac{4}{5}$.

S. M. S. R.

HATTERAS, N. C.

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THERE IS connected with the high school of Fostoria, Ohio, a reading-room, which is open from 8 A. M. to 5 P. M., for the accommodation of the pupils of the schools. It has two daily papers and nearly all the leading periodicals of the day. This method has been taken to prevent the reading of trashy literature by the pupils. The periodicals are obtained by subscription from pupils and teachers.

# OUR TEACHERS' COUNCILS.

The Teachers' Councils are good things and will help on the school work in the way of improving teachers and public sentiment.—Hon. S. M. Finger, Superintendent of Public Instruction.

## FROM THE COUNCILS.

The Teachers' Council for townships numbers three and six of Cleveland county met at Patterson's Springs, about four miles south of Shelby, on Saturday, August 20. About twenty teachers were present, while a number of the good people from the vicinity encouraged us by their presence. If attendance, work and enthusiasm are indicative of success, the outlook for our Council is most promising. Spencer says the first indication of progress is the spirit of inquiry, and we were pleased to see this spirit manifested there. We observed, also, that the most progressive teachers are members of our Council, which, by the way, was the first one organized in Cleveland county, and the second in the State.

The manner of conducting the exercises was this: the teacher who opened the discussion occupied about thirty minutes of the time, the remaining time allotted to the subject was spent in open discussions and suggestions. A number of teachers joined the Council so that now we form "a very goodly band." The programme for the next meeting, which is to be held at Shelby on Saturday, September 17, is as follows:

*Primary Methods and Geography.*—Miss Addie R. Gardner.
*Grammar.*—Mr. J. P. Roberts.
*History and Orthography.*—Mr. S. H. Byers.
*Arithmetic.*—Mr. M. Austelle.
*Physiology.*—Mr. J. J. Borders.
*Penmanship.*—Miss Cleo. Gardner.
*Kinds of School-room Punishment.*—Mr. Samuel E. Gidney.

ADDIE R. GARDNER,
*Corresponding Secretary.*

"POLK COUNTY TEACHERS' COUNCIL" met August 21st at Big Level. Superintendent Justice presided gracefully. Quite a number present, several new members received. Questions of interest discussed. Hope this organization will prove an abiding blessing. Next Council meets at Saluda.

EVIE J. BOONE,
*Secretary.*

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NOW THAT THE schools are again getting regularly to work, the teachers are becoming greatly interested in the Councils as a means of social enjoyment and improvement. This will be a lively winter among the Councils, and many pleasures are in store for the members.

A FINE COUNCIL has just been organized in Bladen, and one to be soon organized in Richmond county, also in Macon county. Nearly one-fourth of the counties of the State have active working Councils, and all organized within the past thirty days. Thus the teachers are gaining strength and influence.

CLEVELAND COUNTY has taken another progressive step and organized a second Teachers' Council in that county. This new Council comprises the teachers of fifth, ninth, tenth and eleventh townships, and organized at Fallston on September 3d. Rev. L. A. Falls is President and Mr. A. B. Peeler is Secretary. The next meeting was held on Saturday, 17th, and the leading discussion was on the subject "Shall the rod be abolished from our schools?" A very timely subject, and the editor of THE TEACHER wants to vote in the affirmative.

THE PROGRESSIVE TEACHERS of Wake county held an enthusiastic meeting in the Centennial Graded School building at Raleigh, on Saturday, 17th inst., and organized a model Council. The attendance comprised the leaders of the profession in the metropolitan county, representing nearly every principal school. Admirable addresses were delivered by Revs. Thomas

Dixon and J. M. Atkinson and Prof. W. L. Poteat. The following officers and committees were elected for the ensuing school year:

C. B. Denson, President; Rev. G. W. Manly, 1st Vice-President; Chas. D. McIver, 2d Vice-President; E. G. Harrell, Secretary; Mrs. S. S. Williams, Corresponding Secretary; Mrs. J. M. Barbee, Treasurer.

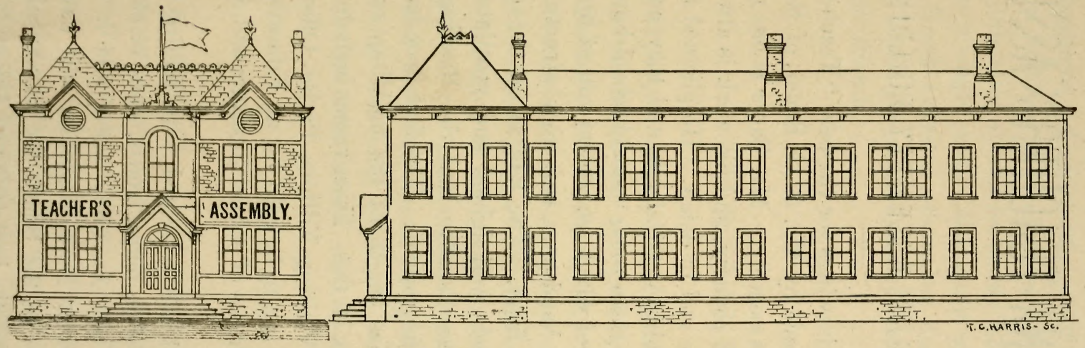
The President appointed the following Committees:

*Programme.*—E. P. Moses, Hugh Morson, Aug. Kursteiner.
*Membership.*—Rev. G. W. Manly, W. L. Crocker, Miss M. Redford.
*Publication.*—E. G. Harrell, Rev. Dr. J. M. Atkinson, Miss Carrie Strong.
*Social Entertainments.*—N. B. Broughton, Charles L. Wilson, Dr. Aug. Kursteiner, W. H. Dodd, Mrs. W. H. Dodd, Miss Mamie Bates, Miss Lula Riddle, Mrs. S. C. White, Miss Lelia Lawrence.

Fifty-two members were enrolled, and the Council adjourned to meet again on the second Saturday in October, at 11 o'clock A. M.

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I DON'T whip much. There are many ways to punish that are so much better. I don't intend to have a pupil outgeneral me in any way. Having been through boyhood myself and knowing something of it, I make it a point to beat any boy or girl at any game he or she may start, and make him feel so small that he will not try to repeat it. I have a seat for bad cases of whispering that cures by making it impossible. I study such punishments as can be protracted at pleasure without injury to the pupil; aud that is more satisfactory than any other mode. A boy hates to be led around by a string, which makes him an object of ridicule (that I sometimes allow and sometimes suppress). To keep a boy from being spoken to by his mates will become monotonous after a few days; but it requires care to see that the order is obeyed. The general law is "beat them," but not with the rod.—*S. M. Knowles.*




FRONT ELEVATION.

SIDE ELEVATION.

## North Carolina Teachers' Assembly Building,

TO BE ERECTED FOR THE SESSION OF 1888.

# NORTH CAROLINA TEACHERS' ASSEMBLY.

## THE TEACHERS' ASSEMBLY BUILDING.

Complete plans and drawings for the new "Teachers' Assembly Hall" have been made by Mr. A. G. Bauer, of Raleigh, and kindly donated to the Assembly. Mr. Bauer is one of the most skillful architects in the country, and his work is always perfect in neatness, convenience and in detail. He planned the two elegant graded school buildings at Raleigh, and they are conceded by everybody who sees them to be "model school-houses." The "Assembly Building," of which we present cuts of front and side elevations, is a very handsome two-story structure, with a beautiful combination front. The hall is on the second floor, 40 x 80 feet, 15 feet pitch, well lighted and ventilated. On the same floor is the Secretary's office and the Reading-room and Library, each 15 x 18 feet square. The first floor has a passage 10 feet wide, the entire length of the building, and on either side are four rooms 15 x 18 feet. These rooms include special ones for Teachers' Bureau, Visiting Editors, Parlor, Office and Committees, and the others are to be used for an Educational Exposition, exhibiting all classes of school furniture and conveniences for educational work.

The Assembly Hall will be seated with folding settees and well furnished with globes, maps, charts, slate blackboards and everything needed in our Assembly work, and it will not be long before the teachers of North Carolina will have not only the most pleasant place in the South for an annual gathering, but will also have one of the best equipped Assembly rooms to be found in America. The Secretary has the promise of many valuable donations from various educational manufacturers and publishers, and we hope soon to see a delightful summer home

of rest, recuperation, enjoyment and instruction for our North Carolina teachers, of which they will be exceedingly proud. This elegant building will belong wholly to the North Carolina Teachers' Assembly, it will be worth $2,500, and will not cost the teachers a single cent! It is to be provided by some special friends of North Carolina education, and will be a permanent testimonial to the progressiveness of the Old North State teachers and their friends.

## OUR ASSEMBLY.

Perhaps the largest and most intelligent assemblage of teachers ever seen in the South was the meeting of the North Carolina Teachers' Assembly at Morehead City in June. It would be difficult to overestimate the importance of this great educational association, this centralizing of the mind-trainers of North Carolina. The Assembly is calculated to bring every teacher into the true spirit of the grand work of education, to break down prejudices and foster advanced thought and stimulate all the workers in our whitening fields of youth to attempt grander achievements than ever before.—*Glenwood Monthly.*

THOSE TEACHERS who attend the Teachers' Assembly have the strongest testimonial as to their ability, ambition and progressiveness that can be obtained in the State. THE TEACHER receives many applications for persons to fill various positions in our schools, and among the first questions asked by the applicant is "Has she (or he) attended the Teachers' Assembly?" It is believed, and with truth, too, that a teacher cannot mingle with the leaders in the profession at the Assembly without becoming enthusiastic, and the enthusiastic teachers are the ones that most school committees now want.

THE EXECUTIVE COMMITTEE has not yet decided on the choice of location for the Assembly building. They are carefully considering the advantages of each place making an offer for the building, and their decision will be solely in the interest of comfort, economy, accessibility, enjoyment, convenience and all other attractions for our teachers and their friends.

REMEMBER THAT the Assembly admits to membership and to all privileges and pleasures of the annual sessions every school-teacher and also all friends of education who are socially acceptable, as heretofore; but also remember that each new applicant for membership, whether teacher or friend of education, must be recommended by a County Superintendent, as these officers are the counselors of the Assembly. This requirement is imperative, it being a part of the Constitution as adopted by the recent session at Morehead City. While the teachers are glad to welcome all their friends to the many pleasures of the Assembly every precaution will be used to make the great gathering entirely select, social and congenial in every way, thereby adding to the enjoyment of each one of the two or three thousand who will attend the session of 1888, at some delightful sea-side resort.

MESSRS. ALFRED WILLIAMS & CO., of Raleigh, will give at the next session of the Assembly a beautiful SOLID GOLD WATCH stem-winder and stem-setter, Chatelaine model, handsomely engraved, worth $35, for the best examination in their MOORE'S SCHOOL HISTORY OF NORTH CAROLINA. The examination will be publicly held in the Assembly Hall, and competition will be open only to all actual teachers. Thirty questions will be submitted, and written answers are to be handed in for inspection by the Examining Board. Former successful contestants in the examinations in North Carolina History will not be allowed to compete for this prize. Teachers have ample time to prepare for this examination, and it is hoped that every one at the Assembly will enter the contest, as the prize is one well worthy their very best efforts. Besides, the time given to preparation will bring to a teacher a vast store of most valuable historical knowledge of our State, which is indispensable in thorough school work.

# EDITORIAL.

## OUR SCHOOL JOURNALS.

North Carolina has every reason to be proud of the journals which represent her schools and colleges. The neatness of their appearance and the high character of their contents are evidences of both care and ability which are given to them by the editors. First among these highly creditable journals is the *University Magazine*, doing good work for our State institution and honoring its progressive editorial staff; next comes the handsomely printed and carefully edited *Student*, the representative of Wake Forest College; then we have *The College Message*, a perfect little gem of beauty, both in typography and contents, every sentence of each carefully prepared article rounded and finished to rhetorical perfection, proving to us, even before we look at the head of the editorial columns, that both manuscript and "proof" have felt the magic touch of woman's hand, and it is indeed a worthy and faithful messenger of one of our oldest and most popular schools—Greensboro Female College. Likewise *The Academy*, a model representative of a model institution—Salem Female Academy. This handsome little visitor, in the cultured and refined taste of its "make-up," is recording a proud history for the school and greatly honoring its fair editors and contributors. Our friend, D. L. Ellis, Treasurer of the Teachers' Assembly and Principal of Glenwood High School, edits one of the best and most practical educational journals in the South, and the ambitious teacher who is a regular reader of *The Glenwood Monthly* cannot fail to do good and successful work. Among the younger journals we have *The Oak Leaf*, an exceedingly bright and newsy monthly, from Oak Ridge Institute, one of our most popular and successful schools for boys; next *The*

*Binghamite*, a most creditable publication by the young gentlemen of our celebrated Bingham School; then comes a neat little magazine, *The College Visitor*, published by Catawba College, at Newton; and a still younger advocate of educational progress is *The Blue Ridge Student*, edited by Prof. W. F. Marshall, of Globe Academy. We read these excellent publications with a great deal of pleasure, and trust that each one is receiving the support which they so well deserve.

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YOU MAY SEND postage stamps of any denomination in payment of subscriptions to THE TEACHER, when it is not convenient to obtain currency or postal notes.

NEVER PERMIT ONE of your pupils to criticise a former teacher, and do not yourself speak a word of criticism about any other teacher in the presence of your scholars.

THE TEACHERS are the nation's benefactors. They have never made any community poorer, but, on the contrary, they bring prosperity and wealth to every section in which they work.

BE SURE TO READ our wonderful premium offers among the advertising pages. We think they will interest you, as no such liberal rates have ever before been made on these excellent and valuable school-room aids.

WHAT A "BOOM" the schools are now having! More good buildings are being erected, more nice furniture is being purchased, more educational apparatus is being provided and more beautifying of school premises is being done than was ever before seen in North Carolina. "Hurrah for the Old North State!"

A PROGRESSIVE TEACHER cannot afford to be without a good, reliable globe on the platform of the school-room. You can purchase an accurate, full-mounted six-inch globe, in a durable case, with manual, for $5, and a neat one, on wood stand, for $1, and you will find it exceedingly useful and interesting to your pupils.

THE NORTH CAROLINA TEACHER feels profoundly thankful to the press of the State for the exceedingly kind and friendly words of congratulation extended on its fifth birthday. Our appreciation and pride almost tempts us, at the risk of our better judgment, to publish some of these many very pleasant expressions and good wishes, but, in lieu of this, we will try to be even more deserving of such cordial congratulations in future.

NORTH CAROLINA wants all her Senators and Representatives in Congress to work and vote for the appropriation from the Nation's great surplus in the Treasury for the aid of public education. Public sentiment demands this appropriation, and this is a power which Congress cannot longer antagonize. "Federal aid to education" means, in North Carolina, *five-months schools and fifty dollars per month salaries!* Do you want these things? Then let your Representatives know it.

CAN ANY PERSON give a satisfactory reason why a woman should not be paid the same salary that a man receives for the same amount and quality of work in the school-room? The editor was told, a short time ago, by a prominent friend of education, that he had "about concluded to offer a prize of $100 at the Teachers' Assembly for a single acceptable reason why all teachers, male or female, of equal proficiency, should not be paid equal salaries." We think the task would be as difficult and impossible as to solve the "perpetual motion" problem.

WHILE WOMAN HAS contributed her millions to North Carolina, the State has never expended one cent for her higher education.—*Durham Recorder.*

Truly spoken, brother, but North Carolina is going to redeem herself by establishing a permanent Normal College for the higher training of both our male and female teachers; and, more than that, the woman will receive as much salary as the man for the same quality of teaching. There is a better time coming for the noble female teachers of North Carolina, and it is a matter of rejoicing to every member of the profession.

WE CANNOT SUPPLY any copies of September number of THE TEACHER, as the entire edition was exhausted on coming from press by the large number of new subscribers who wanted to

begin with the first number of the volume. We tried to prepare for the extra demand by printing several hundred copies more than our subscription list, but we had underestimated the increase of new subscriptions. All subscriptions, therefore, must begin with the current numbers. We will extend the subscription three months if any persons will send us copies of the September number.

No two children have dispositions precisely alike, but every child has some peculiar characteristics, and it is the duty of the teacher to study these different traits carefully and constantly, because each requires a different method of training. "All the educational steam-pumps of earth will never force into a child anything of which God has not put the germ within him." We can create nothing; we can only *educate*, draw out what is already there. Find out what are the tendencies of the pupil's brain, and train with all your power in that direction, and you will reap a sure reward of your work. You cannot crowd all minds into a common mould, with success, because children are born to go different ways, for so their Creator intended, and no human being can change Nature's laws. Don't try to do this.

In all the history of the State there has never before been seen such a solid educational prosperity as is now witnessed in every section of North Carolina. The schools and colleges are unusually full of pupils, and, in some instances, the attendance is nearly doubled over any previous year. The State papers are full of the very best of school news, and the teachers are everywhere organizing for more and better work than ever before. It is no wonder that both capital and people are looking to North Carolina as a most desirable home, and we are not surprised at seeing the Old North State not only "wheeling into line," but "taking the lead" of all other States in the South, as we have often predicted. "Ho! for Carolina; that's the land for me," is now sung with zeal, enthusiasm and earnestness throughout our borders, and proud, indeed, are we of our conservative, but steadily progressing, people.

IT IS A GREAT MISTAKE for a public school, supported by taxation, to extend its course of instruction beyond that provided for by the State. Our private school interest is also to be protected, and there can be no conflict while the graded schools work only as the law requires. But so soon as they add a higher or academic course, to teach Algebra and Latin, they trespass upon territory which does not belong to them, and in doing this they lose friends and supporters. While a higher grade may please half a dozen men who want their boys to study Latin, it will offend several hundred tax-payers who are not willing to pay for a grade not contemplated in the school law. We feel that such plain speaking is necessary when we see that the tendency of the times is to have the graded schools encroach upon foreign territory, thus crippling some of the best private schools in the State, and thereby turning much public sentiment somewhat against the graded schools. If it is ever deemed well to provide a grade beyond that contemplated in the law, its patrons should pay for the higher course just as they would at a private school.

IT IS A MATTER of much pride to North Carolinians that their capital city, Raleigh, is becoming such a great educational centre. A stranger scarcely realizes what excellent educational facilities the city affords, nor how largely they are patronized by home people, and also many other States of the South. Two of the best female schools in the country are St. Mary's and Peace Institute, and these have an average enrollment of about three hundred and fifty young ladies; then the excellent Male Academy, under the management of Professors Morson and Denson, has about one hundred young men in attendance. The Raleigh School Board has provided two of the finest public graded school buildings to be found in the State. They are under the management of Prof. E. P. Moses, and more than a thousand pupils can be accommodated. In addition to these schools there are three excellent graded school buildings for the colored people; also Saint Augustine Normal School, Shaw University and Estey Seminary, and they have an aggregate

attendance of about fifteen hundred pupils. Several private schools in the city are also well attended, and the grand total of pupils in the Raleigh schools will reach over two thousand! No better opportunities for acquiring a thorough and finished education are offered by any other city in the Union than are found in our own capital city.

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## ABOUT OUR TEACHERS.

Miss Loula Jones is teaching at Cary.

Mr. S. W. Andrews is teaching at Gath.

Miss L. M. Smith is teaching at Saratoga.

Miss Annie Bond is teaching at Edenton.

Mr. C. H. Mebane is teaching at Liberty.

Mr. W. L. Brewer is teaching at Absher.

Miss H. M. Stafford is teaching at Oaks.

Miss Rena Boyd is teaching at McFarlan.

Mr. O. W. Quinn is teaching at Beulaville.

Mr. A. C. Patton is teaching at Carbonton.

Mr. R. L. Sigman is teaching at Dealsville.

Miss Dora Askew is teaching at Farmville.

Mr. Wm. L. Campbell is teaching at Derita.

Miss Lula Lunsford is teaching at Bynums.

Miss Hattie McBride is teaching at Maxton.

Miss Cassia A. Bishop is teaching at Owenby.

Mr. J. B. Thompson is teaching at Cedar Cliff.

Miss F. F. Williams is teaching at Purgatory.

Mr. O. F. Thompson is teaching at Forest City.

Miss Dora Holmes is teaching at Youngsville.

Miss Kate L. Hayes is teaching at Burlington.

Mr. L. A. Wright is teaching at Martin's Mill.

Mr. Seth H. Spencer is teaching at Middleton.

Miss N. Clement is teaching at Black Mountain.

Mr. B. F. Hassell, Jr., is teaching at Columbia.

Miss E. L. Williams is teaching at Macky Ferry.

Miss Viola V. Barbee is teaching at Morrisville.

Miss Lena Watson is teaching near Lake Landing.

Mr. James W. Alexander is teaching at Hedrick.

Mr. W. L. Sherrill is teaching at Connelly's Springs.

Mr. J. W. Graham expects to open a school at McLeansville.

Miss Rachel O. Scarborough has a good school near Kinston.

Miss Mamie Fleming will take charge of the Academy at Auburn.

Mr. W. H. Cornegay (Wake Forest College) is teaching at Richlands.

Mr. E. E. Hilliard, Principal of Hill Academy, is reading law at Chapel Hill.

Mr. S. S. Jackson (University of North Carolina) has a fine school at Pittsboro.

Mrs. John J. Fray is teaching in the Southern Female Seminary at Staunton, Va.

Mr. J. T. Alderman, Principal of Fork Academy, will write a history of Davie county.

Miss Nettie Farnsworth has accepted a position as teacher at Oak Ridge Institute.

Mrs. Mary Bagwell (*nee* Miss Mary Worthy) will teach in Carthage Academic Institute.

Rev. J. H. Couch has been elected principal of Hector's Creek Academy, and the fall term opens very prosperously.

Mr. W. F. Lewis, a recent graduate of Richmond College, is assisting his father, Dr. R. H. Lewis, in Kinston College.

Miss Ruth McIver (Peace Institute) has taken charge of the Music Department in Laurinburg Female Institute.

Prof. W. B. Phillips, of our University, has been elected a member of the American Institute of Mining Engineers.

Prof. H. W. Reinhart, A. M. (University of Virginia), has opened a male high school at Durham with prospects bright.

Miss Annie Conigland, of Warrenton (a Chautauquan of 1886-7), has been elected a teacher in the Raleigh Graded School.

Rev. S. H. Thompson, Principal of High Point Classical Institute, has had the degree of A. M. from Franklin College, Indiana.

Prof. Collier Cobb, author of school map of North Carolina, is engaged in geological work for the government on the northern coast of Maine.

Mr. J. J. Jenkins (University of North Carolina) will take charge of the Tally Ho High School on October 10th. It is a school exclusively for boys.

Miss Mary F. McDonald, of Raleigh, has taken a position as governess in the family of Mr. Elias Carr, of Edgecombe county.

Miss W. Augusta Lantz, a late graduate of Mount Holyoke Seminary, Mass., has accepted a position as teacher in Catawba College.

Capt. W. S. Byrd, County Superintendent of Public Instruction for Lenoir, has been presented a handsome gold watch and chain by the teachers of said county.

Miss Carrie Powell has closed her school at Macon in order to complete her course at Greensboro Female College. Miss Sara Webb continues the school at Macon. ,

Prof. A. W. Mangum, of our State University, has been elected a member of the Victoria Institute or Philosophic Society of Great Britain; and also a member of the School of Christian Philosophy of New York.

Miss Rosa A. Penick, a North Carolina girl, at Austin, Texas, has just been promoted from a position in the Graded School to a situation in the Deaf and Dumb and Blind Institution at that place with an increased salary.

## CUPID AMONG THE TEACHERS.

### SIMPLY ADDITION.

"Arithmetic in former days said 'one and one are two,'
But now we have advanced so far that that style will not do;
And blushing bride and happy groom, whose lonely lives are done,
Say, with the parson's full consent, that one and one are one."

Miss Mattie Franklin, of Winston, was married September 15th to Mr. Wm. Mickey.

Miss Mattie Winchester, of Summerfield High School, was married August 20th to Mr. W. E. Benbow, of Oak Ridge.

At Castoria, Greene County, on September 1st, Miss Dora E Little was married to Mr. T. W. Carr, a prominent merchant of that place.

Miss Mary J. Long, Principal of Pleasant Union Academy, Harnett county, was married July 20th to Dr. J. C. Goodwin, of Vanderbilt University.

## IN MEMORIAM.

"Death hath made no breach
In love and sympathy, in hope and trust.
No outward sign or sound our ears can reach,
But there's an inward, spiritual speech
That greets us still, though mortal tongue be dust.
It bids us do the work that they laid down—
Take up the song where they broke off the strain;
So, journeying till we reach the heavenly town,
Where are laid up our treasures and our crown,
And our lost, loved ones will be found again."

MR. ABRAM J. COX, for many years a teacher in Hyde county, died near Middleton the last of August.

HAROLD CLEWELL, son of REV. J. H. CLEWELL, of Salem Female Academy, died August 20, aged 2 years and 9 months.

MRS. BIGGS, for many years a teacher in Wilson Collegiate Institute, died at Williamston about the middle of September.

## TEACHERS' BUREAU.

[☞ THE NORTH CAROLINA TEACHER will recommend all applicants mentioned in this department, and letters answering any announcement may be addressed care of THE TEACHER and they will be promptly forwarded. We desire to aid every teacher in securing a good situation, and no charge is made for the insertion of notices in this department.]

### POSITIONS WANTED.

110. A young lady, with three years' experience in teaching, desires a position either in high school, family, or to take charge of a private school. Address Miss M., care of P. M., Dallas, N. C.

111. A graduate of one of the leading schools of North Carolina, having two years' experience at teaching, and who will furnish, on application, satisfactory references as to character and ability, desires a position as principal or assistant in some private school or academy at a medium salary, with chance of increase. Ordinary branches, higher mathematics, Latin and book-keeping taught. Practical arithmetic made a specialty. Correspondence, with view of employing, solicited. Address E. D. Burgess, care of N. C. Burgess, Shiloh, N. C.

112. Mrs. M. L. Brodnax, having located in New York, will take charge of a limited number of young ladies who desire the educational advantages of the city at a minimum expense. Address No. 29, W. 17th street, N. Y. References: Bishops Lyman, of North Carolina; Howe, of South Carolina, and Gallagher, of Louisiana; Governor Scales, of North Carolina; Clarence Cary, Esq., of Brown Brothers & Co., 59 Wall street, N. Y.

113. A young lady graduate in music desires a position as music teacher in family or school. Address EDITOR N. C. TEACHER.

114. Miss Ellen Brownlow, of Greenville, a teacher of ten years' experience in English, modern languages, Latin, Greek, music, painting and drawing, desires a situation as governess or assistant in a large school.

115. Miss Alice Sholar, of Wake Forest, desires a situation as primary teacher.

### TEACHER WANTED.

Cold Spring Seminary, in Swain county, wants a principal. A married man, with a family, and a graduate of some college, is desired. The field is an inviting one, and promises a good support to the teacher. Write to Mr. Jno. S. Smiley, Charleston, N. C., or Mr. S. B. Gibson, Nantahala, Swain county, N. C., at once.

# THE NORTH CAROLINA TEACHER.

VOL. V. RALEIGH, NOVEMBER, 1887. NO. 3.

EUGENE G. HARRELL, Editor.

## IN SCHOOL-DAYS.

BY FRANK ROE BATCHELDER.

The other morning, on the street,
I happened, by mere chance, to meet
A friend whose gleaming glasses
Recalled old times—Professor M.,
On whom what depth of stratagem
I tried when in his classes!

Of Latin I made wretched work—
Although I trust I didn't shirk—
And my attempts at making
Of Cæsar's "indirect discourse"
Good "horse sense" (even *with* a horse!")
Were often quite heart-breaking.

And as I write these idle rhymes,
And think of those dear, vanished times,
And how I flunked in Latin,
I cannot help recalling, too,
The charming maiden class-mate who
The seat beside me sat in.

Poor Mr. M.! He wondered much
My recitations should be such;
Ah, well, the dear Professor,
Although in Latin or in Greek,
A wiser it were vain to seek,
He's not much of a guesser!

Alas, for me, those eyes of brown,
The winning smile, the dainty frown,
All thoughts of Latin banished;
O boyish love, swift come, swift fled;
Fled? Am I sure, though years have sped,
That's it's entirely vanished?

Ah, well, my fate was otherwise;
And she—I think her very wise—
Has deemed a certain "Charlie"
More worthy of her trust than I.
So be it: let such dreams go by;
Here's joy to her, and—"Vale!"

—*Journal of Education.*

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[For The North Carolina Teacher.]

## THE INVENTOR OF THE STEAM-BOAT.

BY REV. J. M. ATKINSON, D. D., RALEIGH, N. C.

It is a noteworthy fact that the great discoverers and inventors rarely receive the recognition and reward which they deserve. This great continent of America, instead of being called *Columbia,* after the most patient and daring navigator that the world has ever known, by whom it was discovered and revealed to mankind at large, perpetuates the name of a pretender, *Amerigo Vespucci.* They have labored and others have entered into their labors.

The subject of this brief notice is a signal illustration of this personal and historic injustice, and not he only, but our Southern land as well. The two most eminent contributors to the safety, celerity and cheapness of navigation which the annals of seamanship can boast were Southern men. James Rumsey, the original inventor of the steam-boat, and Matthew Maury, whose nautical discoveries and charts have revolutionized the

navigation of the world and made the commercial intercourse of nations incomparably more swift, safe, easy and profitable than of yore, were Southern men, one a native of Maryland, the other of Virginia.

The life and character of James Rumsey, his patient persistence in carrying out his conception, his brave struggles against repeated delays and disappointments, his final success and premature death before he could reap the just rewards of his genius and labor, are as interesting as a romance. It should be a matter of congratulation to us that fully twenty years before Robert Fulton made his experiment on the Hudson, James Rumsey had made a not less successful experiment on the Potomac. All the facts bearing on this important scientific and historical event are elaborately brought out in detail and amply attested by documentary evidence by the Hon. Alexander Boteler; himself a gentleman of high intelligence and deserved distinction. For the facts embraced in this sketch I am largely indebted to the eloquent speech of Mr. Boteler before the Washington Shipping League, reported in full in the *Marine Journal*. The idea of propelling boats by steam had been previously conceived as far back as the time of Charles V.; it was not unknown to Blasco de Geray. Jonathan Hill, an Englishman, published a pamphlet on this subject in 1732; before the birth of Rumsey. But Rumsey was not only the inventor of the steam-boat, as the first to carry into practical effect the idea of steam navigation, but the originator of steam navigation for all the world. Fulton made his experiment in 1807, by means of a steam-boat imported from England, and built by the celebrated Watt, one of the brightest names in the history of mechanical science. Rumsey made his by machinery rudely constructed by a village blacksmith of what was then a part of old Virginia, but is embraced in what is now West Virginia. This was done in 1787, just one hundred years ago. Having perfected his invention and successfully tested it several years before, he made a successful experiment of it in 1787 in the presence of hundreds of spectators, some of them of national reputation.

Under the inspiration of an inventive genius which was not only the cause and condition, but the prophecy and presage of his success. Rumsey early sought to body forth the thought within him. In the delightful *brochure* of Mr. Boteler, we find "he had a boat of six tons burden built on the Potomac, at the mouth of Sir John's run, near the little town of Bath. He had the village blacksmith put to work to make a steam-engine. The boiler was a primitive affair, nothing but an iron pot covered at the top, fastened with hard solder, rivets and bands. With that primitive boiler, with the machinery built by the village blacksmith at Bath, which he carried down at night piecemeal and put on board this little boat, and with his brother-in-law, Joseph Barnes, and his partner, Nicholas Orrick, these three men at night went on board that little boat to make a practical test of his invention. They found they could work their boat, and they went up the Potomac on their midnight voyage. This little boat of six tons burden moved by the power of steam from this primitive boiler."

The Legislature of Maryland passed an act giving to James Rumsey, his heirs, and assigns, the exclusive right to navigate the waters of Maryland. The Legislature of Virginia passed a similar act, reserving to herself the right to buy back the invention for ten thousand pounds sterling. In 1784, Rumsey submitted his plans to General Washington, and we have the certificate of General Washington approving the plan. After several reverses and disappointments, especially in the destruction of a boat one hundred and fifty feet long, he made his grand and decisive experiment in 1787 at Shepherdstown, a village on the Potomac, ten miles above Harper's Ferry.

Men now living, Mr. Boteler himself, among others, have conversed with those who witnessed that experiment and were on the boat when it was made. After this experiment in Virginia, Rumsey went to Philadelphia, and there was formed a Rumsean Society, with Benjamin Franklin at the head of it. His friends raised money to send Rumsey to Europe. He sailed to Europe with letters of introduction from some of the most

eminent men in this country, among others, Dr. Rush. In London his career was one of varied and tragic interest. Poor and dispirited and well-nigh friendless, he says: "at one time I am made the subject of play-house wit." At another time he says: "I have before me the horrors of a London jail." Meanwhile, he was having a boat built on the Thames, to be moved by steam. But his means being exhausted when he finished his boat and the day arrived to make a public exhibition of her in 1791, his boat was seized by his creditors. Can anything be imagined more tantalizing, more agonizing? In this extremity he knew not whither to turn or what to do—without money—without friends, and, as he believed, on the threshold of fame and fortune. At the suggestion of some one he agreed to deliver a lecture upon the subject of his boat. A large and brilliant assemblage was present to greet him. Naturally diffident and unaccustomed to public speaking, he was abashed and unnerved by such an auditory. Seized with apoplexy, he fell back in the arms of a gentleman present, and in two days he died. Was there ever anything in romance or tragedy more deeply pathetic? And yet his fame did not die with him, nor his service to mankind. Nothing can be more impressive, nothing more grateful than the emergence or the resurrection of great names long buried in the dust. It is as a dim picture or prophecy of the promised period when the righteous, long forgotten, or maligned, shall shine forth as the sun in the Kingdom of their Father.

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THE COMMON SCHOOLS are the stomach of the country in which all people that come to us are assimilated within a generation. When a lion eats an ox the lion does not become an ox, but the ox becomes lion. So the emigrants of all races and nations become Americans, and it is a disgrace to our institutions and a shame to our policy to abuse them or drive them away.—*Henry Ward Beecher.*

# THE DISTRICT SCHOOL.

BY HENRY WARD BEECHER.

[The following amusing description of a district school in the "auld lang syne" will be read with interest in North Carolina, as it affords our young people a contrast between the school-days of their ancestors and the improved facilities which they enjoy at this time. The "log school-houses," as well as the "benches and desks of slabs," are fast disappearing in our State to give place to a cosy little room, comfortably warmed and ventilated, a kind and considerate teacher, cheerful surroundings, modern text-books and school furniture, and a busy company of bright-eyed, wide-awake, happy children, all combining to form a scene of beauty and completeness which almost makes us long to be a child again.—EDITOR.]

It was our misfortune in boyhood to go to a district school. A little, square, pine building, blazing in the sun, stood upon the highway, without a tree for shade or shadow near it; without bush, yard, fence, or circumstance to take off its bare, cold, hard, hateful look. Before the door, in winter, was the pile of wood for fuel; and there, in summer, were all the chips of the winter's wood.

In winter we were squeezed into the recess of the furthest corner, among little boys who seemed to be sent to school merely to fill up the chinks between the bigger boys. Certainly we were never sent for any such absurd purpose as an education. There were the great scholars; the school in winter was for them, not for us piccaninies. We were read and spelled twice a day unless something happened to prevent, which did happen about every other day. For the rest of the time we were busy in keeping still. And a time we always had of it. Our shoes always would be scraping on the floor, or knocking the shins of urchins who were also being "educated." All of our little legs together (poor, tired, nervous, restless legs, with nothing to do!)

would fill up the corner with such a noise that every ten or fifteen minutes the master would bring down his two-foot hickory ferule on the desk with a clap that sent shivers through our hearts to think how that would have felt if it had fallen somewhere else; and then, with a look that swept us all into utter extremity of stillness, he would cry, "Silence! in that corner!" Stillness would last for a few minutes; but little boys' memories are not capacious. Moreover, some of the boys had great gifts of mischief, and some of mirthfulness, and some had both together. The consequence was that just when we were the most afraid to laugh, we saw the most comical things to laugh at. Temptations which we could have vanquished with a smile out in the free air were irresistible in our little corner, where a laugh and a stinging slap were very apt to woo each other. So, we would hold on and fill up; and others would hold on and fill up too; till, by-and-by, the weakest would let go a mere whiffet of a laugh, and then down went all the precautions, and one went off, and another, and another, touching off the others like a pack of fire-crackers! It was in vain to deny it. But as the process of snapping our heads and pulling our ears went on with primitive sobriety, we each in turn, with tearful eyes and blubbering lips, declared "we didn't mean to," and that was true; and that "we wouldn't do so any more," and that was a fib, however unintentional; for we never failed to do just so again, and that about once an hour all day long.

Besides this our principal business was to shake and shiver at the beginning of the school for very cold; and to sweat and stew for the rest of the time before the fervid glances of a great box iron stove, red-hot.

Oh, dear! can there be anything worse for a lively, mercurial, mirthful, active little boy than going to a winter district school? Yes. Going to a summer district school! There is no comparison. The last is the Miltonic depth below the deepest depth.

A woman kept the summer schools, sharp, precise, unsympathetic, keen, and untiring. Of all ingenious ways of fretting little boys, doubtless her ways were the most expert. Not a tree

was there to shelter the house. The sun beat down on the shingles and clapboards till the pine-knots shed pitchy tears and the air was redolent of warm pine-wood smell. The benches were slabs with legs in them. The desks were slabs at an angle, cut, hacked, scratched, each year's edition of jack-knive literature overlaying its predecessor until, in our day, it already wore cuttings and carvings two or three inches deep. But if *we* cut a morsel, or stuck in pins, or pinched off splinters, the little sharp-eyed mistress was on hand, and one look of her eye was worse than a sliver in our foot; and one nip of her fingers was equal to a job of a pin—for we had tried both.

We envied the flies—merry fellows, bouncing about, tasting that apple-skin, patting away at that crumb of bread; now out at the window, then in again; on your nose, on your neighbor's cheek, off to the very schoolma'am's lips, dodging her slap, and then letting off a real round and round buzz, up, down, this way, that way, and every way. Oh, we envied the flies more than anything, except the birds. The windows were so high that we could not see the grassy meadows; but we could see the tops of the distant trees, and the far, deep, bounteous blue sky. There flew the robins; there went the bluebirds, and there went we. We followed that old polyglot, the skunk blackbird, and heard him describe the way they talked at the winding-up of the Tower of Babel. We thanked every meadow-lark that sung on, rejoicing as it flew. Now and then a "chipping-bird" would flutter on the very window-sill, turn its little head sidewise, and peer in on the medley of boys and girls. Long before we knew that it was in Scripture, we sighed: Oh, that we had the wings of a bird—we would fly away and be out of this hateful school. As for learning, the sum of all that we ever got at a district school would scarcely cover the first ten letters of the alphabet. One good, kind, story-telling, Bible-rehearsing aunt at home, with apples and gingerbread premiums, is worth all the schoolma'ams that ever stood by to see poor little fellows roast in those boy-traps called district schools.

[For The North Carolina Teacher.]

# SUPERFICIAL TRAINING.

BY J. H. SCARBORO, MIDDLEBURG, N. C.

The common school-teacher of a half century ago has been pronounced a "fogy" and has been supplanted by modern methods and improvements. The excellent colleges and universities of the Old South were filled with the gallant sons of the Southern planter, and the master intellects of to-day here received their training. But the common school education of ante-bellum days was inferior to that of the present.

The desolation of the civil war caused a dearth of higher education in the South, and a lower standard of excellence has crept into many of our institutions, and a superficial training has given to the country a number of young "diplomats" whose aspirations were no higher than the terminus of a college curriculum over which they were allowed to pass simply that the institution might obtain the fees for tuition and diplomas in order to defray its expenses.

But our object is not to arraign college professors and presidents. We are glad to know that many of our noble institutions have regained their former excellence and are now marching on to grander conquests in the fields of science and literature. Yet the casual observer is forced to believe that much of our educational training is superficial; and the question naturally arises, "What is the cause of this?"

Doubtless much is attributable to the so-called "high schools" conducted by incompetent teachers. Glowing advertisements of schools offering "maximum advantages" adorn the county newspapers, classics taught by "professors" who never scanned a line of Virgil, nor followed Cæsar in his Gallic Wars without riding a "pony" over his battle-fields; and other subjects as strange to the Professor(?) as to the student of primary English.

Unfortunately, many of the heads of families never enjoyed the advantages of the school-room, and cannot investigate the

work of training their children; while others, through carelessness, never trouble themselves with "what is the teacher's business."

The teacher that is captivating in his manners, flattering in his speech, and well adapted to electioneer for some party candidate, can cover up his school-room work with outside show (printing and talk are so cheap) and the patrons never enquire what is being done in the school-room. The students are not required to do thorough work; they are made to believe that going over pages is acquiring knowledge and that they have mastered a subject when they know nothing of it. English Grammar is completed and laid aside before the student can analyze a simple English sentence. Great stress is placed on one branch of study at the expense of others, and the general advancement is estimated by that alone. Often we find students reading Cæsar and Virgil when they cannot solve a simple problem in common fractions; or studying the higher branches of mathematics—geometry and higher algebra—when they know nothing of the history and geography of their own country.

This one-sided view of education makes one-sided men. The mind should be developed uniformly in order that we may have well-rounded intellects and men of unbiased convictions.

We have heard it said, "The time is past when the school-teacher could 'sit back on his dignity' and be supported by a liberal patronage." That is to say, the *merits* of a teacher in the school-room will not demand patronage. This is true with those who possess not the dignity of their vocation, but enter it solely for personal aggrandizement, and care nothing for the young minds entrusted to their care; but a public sentiment, educated by teachers that must continually *beg* for patronage with "*outside show*" in order to keep up their schools, will necessarily have a false idea of the importance of this noble vocation. The patron that complies with the urgent solicitations of the affable teacher thinks he is doing a charitable deed in order to support the teacher; and thus he loses sight of the real importance of thorough mental and moral training.

Let the patronage depend on the true merits of the teacher as an instructor, then schools that give thorough training will be supported and thorough scholars will be the result; then the superficial "Professor" who makes teaching a stepping-stone to some other profession will be driven to other methods for the advancements of his personal means.

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[For The North Carolina Teacher.]

# ELEMENTARY STUDIES IN INSECTS.

BY G. F. ATKINSON, PROFESSOR ENTOMOLOGY AND GENERAL ZOOLOGY, UNIVERSITY OF NORTH CAROLINA.

## PART I.

**Remark.**—This guide is intended for the use of such students in the public schools as desire to acquire a somewhat more accurate knowledge of insects than people generally have.

The student will be directed to find for himself some of the more prominent parts of insects, which are made use of in arranging insects into the different groups; so that with a knowledge of these nearly all the *adult* insects commonly met with can be given their correct *general* common names. For example, the name *beetle*, or *Coleopterous insect* (sheath-winged insect), is a *general* common name. This guide will not be extensive enough to lead the student to tell, for example, what the *Bombardier beetle*, or the *Colorado potato beetle*, is. These are *special* common names. To be able to determine these names, without being told them, more advanced study would be required.

I shall omit many things, and technical names which occur in the guide I prepared for the use of my students in the laboratory of the University, as I do not consider them *essential* to a simple introduction. This will explain what might seem to specialists as imperfections in the guide.

## Section I.

### *Elementary External Anatomy.*

The grasshopper is an insect easily obtained and we will use it for the *first type* of one of the orders. The best one for study is a very large one which, in grassy lands, often flies for several yards and lights in some shrub or tree. When these cannot be obtained almost any large grasshopper will answer.

An insect net should be used to capture them. One can easily be made by having constructed a strong wire hoop ten inches in diameter. Make a bag two feet long of the same diameter, of strong mosquito netting, and sew the open end to the hoop. Fasten the hoop to a broom-handle or a slender pole. When an insect is swept in the net, quickly twist the handle half way around. The bag bends over the hoop and imprisons the captive.

If the grasshoppers are not to be used at once they can be preserved indefinitely in commercial alcohol, or in whisky. A good way to kill them is to throw them in a bottle containing alcohol. Since the alcohol acts as a preservative it keeps them in a better condition for study.

Thrust a long pin through the grasshopper from the back, between the wings, leaving the head of the pin a short distance from the body. Fasten the pin into a small piece of cork or soft wood. This makes it convenient to handle.

Note that the body is divided into three parts: 1st, the *head;* 2d, the *thorax*, to which the wings and legs are attached; and 3d, the *abdomen.* This division of the body into three parts is common to all insects, but is most marked in those like the wasp, or bee.

#### HEAD.

**Antennæ.**—Note the two long, thread-like organs, with numerous joints, attached near the upper part of the head. These are usually called *feelers.* The Latin name for them is coming to be quite common: *antenna*—plural, *antennæ.*

**Compound Eyes.**—Near the antennæ on each front outer corner of the head see the large, oblong, polished elevations. Each one of these is a *compound eye.* Examine one with a magnifying glass and see the honey-combed appearance of its surface. Each one of these minute divisions of the compound eye is an *eye,* or *facet,* as it is called, of the compound eye.

**Simple Eyes.**—These are three in number; they are quite small and are set in shallow depressions. One will be found on each side of the head in front of the upper half of the compound eye; the other is in the center of the *face.*

**Mouth Parts.**—On the lower part of the head, in front and behind, by lifting with a pin, can be found a thin flap; these are the *front,* and *hind lips.* The hind lip has a short appendage on each side. Underneath the front lip are two large, stout, black, horny pieces. Run the pin between them and pry them apart. These are the first pair of *jaws.* Behind these is a smaller pair with some short appendages. The mouth parts of the grasshopper then are formed for biting.

### THORAX.

Between the head and wings, on the upper side, note the saddle-shaped piece. This is a part of the thorax, as can be seen by noting the attachment of the first pair of legs on the under side. The remainder of the thorax can be found by noting the attachment of the wings and legs to it.

**Appendages of the Thorax.**—These are the four wings and six legs. Note the joints in the legs. Note that the front pair of wings are narrow and thicker than the hind pair. These wings are called *parchment-like.* Expand the hind pair of wings and note that they fold longitudinally, like the plaits of a fan. Observe that they are very thin and *membrane-like.* Such wings are called *membranous.*

### BEES.

Take a honey-bee, or bumble-bee, and note as many things about it as you can. Note especially that the front pair of jaws is for biting, and that in the place of the hind pair of jaws is

an elongated organ; this is for lapping up liquid sweets for food. The mouth parts of the honey-bee, then, are for biting and sucking. Note that both pairs of wings are membranous. The hind pair is the smaller. The two wings on each side are sometimes fastened together, so they appear as one wing. There is a row of minute hooks on the hind wings which catch hold of the front ones. Care must be taken not to mistake this for a *two-winged insect.* Observe that the hind legs are broadened and flattened near the end, and are quite hairy. This is for the purpose of carrying the pollen of flowers.

### BUTTERFLIES.

Take a large butterfly. They can easily be caught with a net in the day-time at flowers. When the net is turned so as to imprison the butterfly, watch it until it alights. Its wings will be raised above its back. Catch it quickly in a fold of the net between the thumb and finger *upon the thorax.* Pinch the thorax. This checks respiration and the butterfly dies. A little practice will indicate how great a pressure to apply. They can be carried in small envelopes, or folded in papers, *with wings over back,* until ready to be pinned. This should be done before twenty-four hours, as they become stiff.

Some of the small butterflies with large bodies, and the moths, do not put the wings over the back when at rest. These can be killed by putting a drop or two of benzine on their *bodies* through the net, or they can be transferred alive to a *cyanide bottle,* as it is called. For making this, take a wide-mouthed *quinine* bottle. Place in it a piece of *cyanide of potassium* the size of a marble. Pour in water enough to half cover it. Then put in enough *plaster of paris* to absorb the water and set the whole firmly in the bottom of the bottle. Leave the bottle open in a vacant room, or in the shade out of doors, for half a day. Then cork, and keep corked except when putting in the insects to be killed. If well made the bottle will always be filled with poisonous fumes which kill the insect quickly. Be careful not to breathe much of the fumes. All insects can be

killed in this, and it is an excellent piece of apparatus for the collector.

Butterflies and moths should be "spread" before they become dry. (See Section IV). Compare the butterfly with the grasshopper and honey-bee already studied, noting differences and resemblances. Note that the antennæ are *knobbed* at the end. Observe that the mouth parts form a long, thread-like sucking organ which is coiled up under the head. Note the two pairs of wings, and that the front pair is the larger, otherwise the two pairs are similar. Rub a wing between the thumb and finger. Note the dust-like substance which clings to the thumb and finger, and that the part of the wing rubbed is *bare* and membranous. This "dust" consists of very minute scales which cover the membranous wings. Such wings are said to be *scaly.*

### BEETLES.

Preserve like the grasshopper.

Take a large "jacksnapper," or a "tiger beetle," which frequents sandy places, flying for short distances and lighting on the sand; or any other insect which you think is like either of these. See if the front wings are hard and horny, and when at rest meet, *not overlap*, in a straight line down the middle of the back; if so, you have a *beetle.* Observe that the mouth parts are for biting. The front pair of wings has been described. Note that the hind wings are folded in plaits, and the ends then folded up so as to be covered by the hard, horny wings.

### FLIES.

For this study use a large house-fly, or a "blue-bottle fly," or a "horse-fly," if one can be obtained. They can be preserved by pinning and allowing to dry; or place them in alcohol. Compare with those already studied. Note that there is only one pair of wings. In the place of the hind pair of wings is a pair of short, slender threads, with a knob on the end.

BUGS.

*First Division—Heteropters.*

Use the common *squash bug.* Preserve in alcohol. (After the teacher learns to select the right ones without mistake, other ones than those I have named may be used). Observe that the mouth parts form a slender, straight, hard beak, which extends from the under side of the head backward close to the body and between the front pair of legs. This beak is for sucking. Note that each of the front pair of wings is hard and horny at the base, but that the outer end is *membranous,* and when at rest these membranous parts overlap. Lift up these and see the hind pair of wings—membranous.

*Second Division—Homopters.*

Take a "July fly," or, as it is sometimes called, a "harvest fly," or "locust"; properly, a *cicada.* Note the beak for sucking, much like that of the squash bug. Observe, however, that the front pair of wings is membranous, as well as the hind pair.

DRAGON-FLY.

Dragon-flies, sometimes called "mosquito hawks," or "snake feeders," can be pinned dry, or preserved in alcohol.

The character to note here above all others is that while both pairs of wings are membranous, they have a great many *veins,* or "*nerves,*" running through them, many more so than in the bee. Note that the hind lip is split.

[TO BE CONTINUED.]

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YOU FIND yourself refreshed by the presence of cheerful people. Why not make earnest effort to confer that pleasure on others? You will find half the battle gained if you never allow yourself to say anything gloomy.—*Lydia Maria Child.*

[For The North Carolina Teacher.]

# UNITED STATES AID TO SCHOOLS.

BY JOHN S. SMILEY, COUNTY SUPERINTENDENT SWAIN COUNTY.

There is more than one hundred million dollars surplus in the vaults of the National Treasury, lying there unused and idle, and the masses are needing longer schools, and money to pay taxes with, and still it seems that little is said as to what it should be used for.

That sum of money, lying as it is, does the people no more good than it would if it was crude ore in the mineral belts of the Rocky Mountains.

It has accumulated by *taxation*, and in consequence has been retired from *circulation*. Now, the best thing to do with the entire surplus is to return it to the States for educational purposes, and thus educate the people and put it into active circulation again.

We here and now remind Congressmen that the people are feeling a deep interest in money matters and schools, and will knock at the door of the United States Treasury until something is done for us.

The known fact that there has been 100,000,000 acres of land and $28,000,000 of money given to the States in the past is a precedent by former Congresses that present ones may safely follow. Fears of constitutional barriers or hindrances need not exist—past appropriations have settled these.

We propose to circulate petitions all over the government, asking the Congress, when it assembles in December, to legislate that money out of the Treasury and distribute it among the States, somewhat after the plan of the "Blair Bill." Let us all act at once and we will succeed this time.

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LEISURE IS sweet to those who have earned it, but burdensome to those who get it for nothing.

## ABOUT OUR SCHOOLS.

POLKTON ACADEMY is in charge of Mr. John P. Boyd as principal.

CARTHAGE ACADEMY has nearly 50 pupils. Messrs. Shields and Cole are principals.

RICHLAND ACADEMY, Beaufort, has passed into the hands of Mrs. R. H. Lane as principal.

GRANITE ACADEMY, Caldwell county, Mr. E. L. Hughes, Principal, has an enrollment of about 50.

RIVER HILL HIGH SCHOOL, Jackson county, is in charge of Mr. Coleman Cowan. He has 85 pupils.

NORWOOD ACADEMY, Stanly county, is to be enlarged to accommodate its increased number of pupils.

HERTFORD HIGH SCHOOL, Perquimans county, has secured the services of Mr. A. M. Simmons as principal.

GREEN RIVER HIGH SCHOOL, Rutherford county, is in charge of Mr. J. R. Hunter, an accomplished teacher.

GREENVILLE FEMALE INSTITUTE, Messrs. Duckett and McWhorter, Principals, opened with an enrollment of 96.

HORNER SCHOOL, at Oxford, has secured the services of Mr. H. A. Bain, A. M. (University of Virginia), as a teacher.

LITTLETON FEMALE COLLEGE, Professor S. D. Bagley, A. M., President, has an enrollment of 80, and many more to come.

JAMESTOWN HIGH SCHOOL, Prof. J. M. Weatherly, Principal, is in a more prosperous condition than ever before in its history.

WASHINGTON ACADEMY is under the supervision of Prof. F. A. Fetter (University of North Carolina), assisted by competent instructors.

WHITE OAK ACADEMY, a male and female school in Bladen county, is in charge of Rev. Wm. Brunt, assisted by Miss Eugenia I. Brunt.

OLIVE'S CHAPEL ACADEMY, Chatham county, is doing good work with Rev. Wm. Olive as principal, assisted by Miss Cora L. Wilson in Music.

CHRISTIAN ACADEMY, Robeson county, is in its fifth session, with Mr. E. E. Blount (Wake Forest College) as principal. The enrollment is 33.

SOUTH GREENSBORO INSTITUTE has secured the services of Mr. Lee T. Blair (late of the New Garden School) as principal, and is doing satisfactory work.

THE NEW BERN HIGH SCHOOL, Messrs. Neal & Thomas, Principals, has secured the services of Miss Maria Manly and Miss Nannie Roberts as assistants.

SPRING HILL ACADEMY, Richmond county, is in charge of Maj. Jesse R. McLean as principal, with competent assistants in the Musical and Literary Departments.

FOREST CITY HIGH SCHOOL, Rutherford county, is in charge of Mr. O. F. Thompson, assisted by Miss Annie Abernethy in the Primary Department. Enrollment near 60.

CROSS ROADS PRACTICAL SCHOOL, Yadkin county, is in charge of Mr. John T. Paris, a gentleman of five years' experience in the State Normal Schools and County Institute.

LOUISBURG FEMALE ACADEMY is in charge of Miss Rosa Harris. Miss Maggie Weddell, of Petersburg, Va., is assistant. Mrs. J. E. Malone has charge of the Music Department.

LEXINGTON FEMALE SEMINARY, Prof. Dred Peacock, Principal, has about 75 pupils enrolled, and the most sanguine expectations of its friends are being realized in its establishment.

UNION HIGH SCHOOL, Yadkin county, is in charge of Mr. J. E. Hodgin (New Garden), assisted by Miss Emma Garland Phifer (Peace Institute), of Newton, in the Music Department.

TRINITY COLLEGE has 130 students, and is still enlarging its catalogue and its endowment. President Crowell is hard at work, and the friends of the College are encouraged at the prospects.

CENTREVILLE MALE AND FEMALE ACADEMY opened its 13th session September 26th, with Mr. J. L. Winfield, Principal, assisted by Miss Mattie L. Noble in Music, and Miss L. A. Williamson.

DOUBLE SPRING ACADEMY opened at Delight, November 1st, under the management of Mr. G. T. Heafner, Principal, assisted in the Primary and Music Departments by Miss Mary Harril, a graduate of Shelby Female College.

THE FALL TERM of Johnston High School, Wilson's Mills, N. C., R. L. Hollowell, Principal, is enjoying its most prosperous session. There is an increase of more than twenty per cent. over last term. This school is one of the best of its kind in the State, and merits the confidence of its large circle of friends.

DAVIDSON COLLEGE, through its trustees, has recommended, in view of the Centennial of Presbyterianism in the United States in 1888, that the people and churches of that denomination endeavor to raise $100,000 for the endowment of that institution. Contributions and subscriptions will be taken up in April and October, 1888, for the endowment of the Chair of Bible Study and Presbyterian History. Success to the undertaking.

DURHAM HAS four flourishing schools. The Graded School, Prof. Kennedy, has nearly 400 pupils. The Baptist Female Seminary, Miss M. B. Blair, Principal, has 31. The Methodist Female Seminary, Miss M. E. Carter (Greensboro Female College), has 45. The accomplished principal is assisted by Mrs. T. G. Cozart, Miss Laura Doub (Greensboro Female College), and Miss Parker in Art. Prof. H. W. Reinhart has 35 boys in his Male Academy.

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REMEMBER THAT when you may be thinking least about it, some pupil is observing some action of yours which he will remember through life.

# IN THE SCHOOL-ROOM.

## THE FIRST DAY OF SCHOOL.

BY IONE L. JONES.

Vacation is over!
Come, each jolly rover,
The play-time is past; now listen the call.
In cupola swinging,
The great bell is ringing—
"Hey! dear lads and lassies, come one and come all!"

No one feels like whining,
The glad sun is shining
In October glory, on ceiling and floor;
The teachers are smiling,
The children are filing,
With laugh and with shout, through the wide-open door.

Tall, ambitious scholars,
Boys in wide collars,
And we little tots who know nothing but fun;
Ah, see the glad faces!
They're taking their places;
All whispering ceases—the school has begun.

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TEN THOUSAND of the greatest faults in our neighbors are of ess consequence to us than one of the smallest in ourselves.—*Anon.*

## A BUSINESS TRANSACTION.

FOR STUDENTS IN BOOK-KEEPING.

A merchant owed the bank a note $465, another note $200, an acceptance $64, one for $60, and one for $65, which he wished to pay as far as possible and to give new note and acceptances for the balance.

The merchant owned judgments against the city, and gave the bank an order to collect from the city a cash payment, which payment from the city amounted to $72.43 on the principal of the debt, and $14.49 for interest on the city debt. (This debt was held by the merchant as bills receivable). After the payment was made by the city, the merchant sold the balance due on the city debt to the bank, to be credited on his debt due to them. This balance due by the city was $183.70. The merchant gave a bonus of $5 to the bank, as a deduction on the city debt, which was a loss of that amount.

He also paid to the bank a county bond $50, which was held by the merchant as bills receivable, and gave them his check on the bank for $11.50.

He then gave a new note $425, due August 5th, and acceptances due May 22d, $50, and October 15th for $65, which were discounted at a cost of $13.12, and used in part payment of the old notes.—*Allen's Forty Lessons in Book-keeping.*

This transaction is to be clearly set forth in only *one entry*, and THE NORTH CAROLINA TEACHER will send two of Ida Waugh's Water Color Portraits to the reader of THE TEACHER who sends the first correct entry.

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NEXT IN IMPORTANCE to freedom and justice is popular education, without which neither justice nor freedom can be permanently maintained.—*Garfield.*

## HARRY'S ARITHMETIC.

[For a little boy, holding in his hand a slate and pencil.]

I'm glad I have a good-sized slate,
With lots of room to calculate.
Bring on your sums! I'm ready now;
My slate is clean, and I know how.
But don't you ask me to subtract,
I like to have my slate well packed;
And only two long rows, you know,
Make such a miserable show;
And, please, don't bring me sums to add;
Well, multiplying's just as bad;
And, say! I'd rather not divide—
Bring me something I haven't tried.

—*St. Nicholas.*

## QUESTIONS ON THE STATE MAP.

1. Bound North Carolina.
2. What is the extreme length of the State? 503 miles.
3. The extreme width? 188 miles.
4. The area of land? 48,666 square miles.
5. The area of water? 3,620 square miles.
6. The length of the coast line? 315 miles.
7. What Capes are on the coast?
8. What Inlets?
9. What Sounds are in the State?
10. What Bays on the coast?
11. Name the other Bays in the State and locate them.
12. Name the Rivers of the State and trace their courses.
13. What Rivers flow west and what are their courses?
14. How many Counties in the State?

15. Name them in alphabetical order and give the county-seat of each.

16. What is the Capital of the State?

17. Population of the Capital? 15,000.

18. What Rivers are navigable and to what point?

19. Between what parallels of latitude does the State lie? 33° and 37° north.

20. Between what meridians of longitude? 2° east from Washington and 8° west.

21. What portion of the State is mountainous?

22. What prominent range of mountains is in the State?

23. What range divides North Carolina from Tennessee?

24. Where is Mount Mitchell, the highest peak east of the Mississippi River? In Yancey county. (Height, 6,611 feet)

25. Name and point out the following prominent mountains Grandfather, Unaka, Iron, Balsam, Cowee and Newfound.

## QUERIES.

EDITOR NORTH CAROLINA TEACHER:—Please ask some teacher to give, through your School-room Department, answers to the following questions:

1. Do pepper and spice grow on the same bush?

2. Multiply forty-eight ten-thousandths by two and one-thousandth, and divide the result by one million. Give solution both by decimal and common fractions. D.

FRANKLIN, N. C.

## TEACHERS SHOULD READ.

(1) The news of the day. (2) General literature. (3) Professional literature as found in school journals, biographies of eminent educators, their writings on education. (4) Study school reports and statistics, which can be had for the asking. These are some of the requisites of the real teacher to-day. No one can rise in the profession unless he is a diligent reader.

# NEW TEST WORK IN ARITHMETIC.

### Number 3. Multiplication.

This is the simplest of all the methods of testing the accuracy of work in arithmetic, and it consists in finding a "key figure," as before.

For example, let us multiply these two numbers:

2784
6953

We reduce both multiplicand and multiplier to one figure, as follows:

2784=2+7+8+4=21=3
6953=6+9+5+3=23=5

Then proceeding with the example and the key figure as usual, we have

2784=3
6953=5

8352 15=6, key figure.
13920
25056
16704

19357152=33=6

And we find the key figure of the sum to be 6, which proves the work to be correct.

Try this work with your classes, and you will find that a new interest is given to the study of arithmetic.

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Remember that good business men watch the market; they mark what others are doing, note how they do it, and take papers and journals that give them specific information. You will be very short-sighted if you do not imitate their example.

## "ONLY."

From "only" one word many quarrels begin,
And "only this once" leads to many a sin.
"Only a penny" wastes many a pound,
"Only once more" and the diver was drowned.
"Only one drop," many drunkards has made,
"Only a play," many gamblers have said,
"Only a cold" opens many a grave,
"Only RESIST" many evils will save.

—*Selected.*

## THE THIRTEEN GREAT MISTAKES.

Somebody has condensed the mistakes of life, and arrived at the conclusion that there are thirteen of them. Most people would say, if they told the truth, that there was no limit to the mistakes of life; that they were like the drops in the ocean, or sands on the shore in number, but it is well to be accurate. Here, then, are thirteen great mistakes: 1, it is a great mistake to set up our own standard of right and wrong, and judge people accordingly; 2, to measure the enjoyment of others by our own; 3, to expect uniformity of opinion in this world; 4, to look for judgment and experience in youth; 5, to endeavor to mould all dispositions alike; 6, to yield to immaterial trifles; 7, to look for perfection in our own actions; 8, to worry ourselves and others with what cannot be remedied; 9, not to alleviate all that needs alleviation, so far as lies in our power; 10, not to make allowances for the infirmities of others; 11, to consider everything impossible that we cannot perform; 12, to believe only what our finite minds can grasp; 13, to expect to be able to understand everything.—*Exchange.*

# OUR TEACHERS' COUNCILS.

The Teachers' Councils are good things and will help on the school work in the way of improving teachers and public sentiment.—Hon. S. M. Finger, Superintendent of Public Instruction.

## HOW TO MAKE THE COUNCIL INTERESTING.

The number of Teachers' Councils is steadily growing, and often comes some words of pride from them at the benefits which have already been seen and felt in the communities where they are at work. The ways in which they are managed are various, and in some instances they have both a morning and afternoon session at the time of their meetings, and all the exercises are well attended. To aid new Councils in accomplishing the greatest good and awakening the greatest interest, the following suggestions are submitted:

1. Open by reading a short Psalm in concert, and a prayer.

2. Have a recitation or short reading by some young lady or gentleman previously notified; then a song or two by a choir, if possible.

3. Read proceedings of previous meeting and note corrections.

4. Ballot for and enroll the names of new members.

5. Reports from all regular committees, with brief discussion of each.

6. Teachers' Bureau reports the amount of money to the credit of any school district in the county which has had no school within the past year.

7. Call upon members present representing various sections of the county to report any places where a public or private school is needed.

8. Ask each teacher present to report the enrollment of his or her school, and also give the number of children in the com-

munity who are not attending the school; also give reasons for their non-attendance, if possible. (This report should be carefully considered, as one of the prime objects of the Council is to bring all the children of the county into some school).

9. President announces the regular subject for consideration and introduces the first speaker, who should have his address so condensed as not to occupy over fifteen minutes' time. Then let other speakers discuss the question in pointed five-minute speeches, and have as many persons as possible, both male and female, to give their views upon the matter under consideration.

10. Give recess for twenty minutes and introduce all persons who are not already acquainted with one another. Make everybody feel perfectly at ease and at home, and encourage as much social intercourse as possible. Let teachers who are without situations consult the Bureau during the intermission, and use every effort towards securing good schools for each teacher.

11. After the intermission introduce and consider any new matters of interest or importance to the schools of your county, and the County Superintendent will probably say a few words on this line and make some suggestions in the way of progress.

12. Have a report from the Committee on Social Entertainments as to time and place for the next evening gathering of the teachers and the public generally.

13. Committee on Programme will announce the business for next regular meeting, and be sure that all speakers selected have been notified and have accepted the duty.

14. A few closing words by the President, after which sing some bright, well-known hymn in conclusion, and the session adjourns to the next regular day.

Of course these suggestions are intended simply as such and not as rules, for circumstances will vary the work as desired, but the great object to be gained at a meeting is to have *live* work and every teacher alive to the work. And while this effort may require some tact on the part of President and other officers, it can easily be reached by a little previous thought and preparation for the work of the Council.

HAVE YOU yet organized a Teachers' Council in your county? If not, you are depriving yourself and co-laborers of much pleasure and benefit which the Council would afford you.

WAKE COUNTY TEACHERS' COUNCIL held a most interesting and instructive session in the Raleigh Graded School building on October 11th. The attendance was fine and the teachers enjoyed an admirable address on Physical Geography by Rev. George W. Manly, D. D., of Wake Forest. The subject was then ably considered by Prof. W. L. Poteat, Prof. C. B. Denson, Dr. August Kürsteiner, Rev. R. B. Sutton, D. D., and other members of the Council. A number of new members were received and the meeting adjourned to November 19th. The programme for the next meeting will include an address by Rev. Bennett Smedes, Rector of St. Mary's School, and the subject of Mental Arithmetic will be considered by Prof. Charles D. McIver, of Peace Institute.

EDITOR N. C. TEACHER:—The teachers of Davie county met in Mocksville on October 8th, 1887, and organized a Teachers' Council. Prof. J. T. Alderman was elected President. 1st Vice-President, Prof. W. O. Spencer; 2d Vice-President, Mr. E. H. Morris; Recording Secretary, Mr. E. B. Lewis; Corresponding Secretary, Miss Mattie Eaton; Treasurer, Mr. B. R. Allen.

Interest in public school work in Davie county is being thoroughly aroused by the present efficient and energetic County Superintendent, Prof. J. T. Alderman, of Fork Academy. All the schools of the county, both public and private, are in a flourishing condition.

Fraternally, E. B. LEWIS,
*Secretary Davie County Teachers' Council.*

JERUSALEM, N. C., October 24, 1887.

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A TEACHER who neglects moral instruction fails essentially in one of the chief duties of his profession.

# NORTH CAROLINA TEACHERS' ASSEMBLY.

## THE "ASSEMBLY BUILDING" LOCATED.

The question as to locating the Teachers' Assembly Building was submitted to the Executive Committee by special letter setting forth the various propositions from places which were eligible, and the vote was almost unanimous in favor of MOREHEAD CITY; therefore, the delightful "Summer Capital by the Sea" will be the future home of our North Carolina Teachers' Assembly. The profession in the State is indeed to be congratulated upon such a fortunate selection, as this popular sea-side resort combines every element which will in any way make the annual sojourn of the teachers pleasant, interesting, recuperating, restful, healthful and mutually improving. There are many pleasures and pastimes to be had at Morehead City which cannot be so abundantly found at any other place within our knowledge. It is as easy of access as can be desired, and with the improvements at once to be made in the Atlantic Hotel property there will be ample accommodations for our large and rapidly growing Assembly.

The contract for erecting the Assembly Building will soon be completed, and the work will be commenced at a very early day, so that everything will be in readiness by May 1st, 1888, in good time for the next meeting of the Assembly. Now, let North Carolina indeed have the grandest of all educational meetings, and no teacher or friend of education need stay away for fear that there will not be sufficient accommodations and comforts for all.

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THERE WILL be over 2,000 teachers and friends of education in attendance at the next session of the Teachers' Assembly, and no ambitious teacher can afford to stay away from that great gathering of the brotherhood.

IT IS VERY easy to save $2 per month from your salary, and you will scarcely miss so small a sum, but if you lay aside $2 each month from September to June, the amount will carry you to the Teachers' Assembly and pay all your necessary expenses during the whole session of two weeks! Just think of it!

DON'T, TEACHERS, make any engagements or plans for next summer, to be filled before the 15th of July, because the Assembly will be in session from June 13th to 28th, and the trip to New York or Niagara Falls will continue until about July 12th, and you cannot well afford to miss this opportunity of mingling with the brotherhood so pleasantly and of seeing so much of our glorious country at such a slight expense.

THE ASSEMBLY returns thanks to Messrs. Houghton, Mifflin & Co., publishers, of Boston, Mass., for their kind gift of a full set of life-size portraits of celebrated literary men of America. The set includes Henry W. Longfellow, Ralph Waldo Emerson, William Cullen Bryant, Oliver Wendell Holmes, Nathaniel Hawthorne, James Russell Lowell and John Greenleaf Whittier. These portraits will be handsomely framed and will ornament our new Assembly Hall next summer.

WHEN THE teachers visit New York next season they will have rooms at the elegant Grand Central Hotel, situated on Broadway, in the most convenient part of the city. During the Northern trip visits will be made to Coney Island, West Point up the Hudson, Boston via the splendid "Fall River Line," and perhaps a day will be spent at Niagara Falls. Such low rates have been secured for the teachers that they will be astonished at the cheapness of these trips, as the entire expense of the stay at the Assembly for two weeks, and a ten-day trip through these attractive and noted places in the North will be less than half as much as at any other time or in any other way except as a member of our Teachers' Assembly.

TWO OF OUR leading female schools are proposing to have a meeting of their Alumnæ Associations at Morehead City with the Assembly. This is an excellent idea, as the place and occa-

sion will insure a larger attendance of their alumnæ than ever before. A large number of graduates of the schools referred to are already actively engaged in teaching, with honor to themselves and their *alma maters*, and most of them will be present at the Assembly, and doubtless many of their fellow-graduates will join them in the alumnæ meeting. The Assembly Building will have fine accommodations in the way of special rooms for their meetings, and the teachers will be pleased to have them used as a meeting-place by every alumnæ association in the State.

THE SECRETARY wrote to Hon. N. H. R. Dawson, of Washington City, Commissioner of Education for the United States, proposing to have a meeting of all the State Superintendents of Public Instruction in the South before the next sessions of the Legislatures; the meeting to be held at Morehead City, in the Assembly Hall, during the session of the Teachers' Assembly next June. It is a pleasure to know that Col. Dawson favors the proposition, also approving the time and place, and in a letter of October 24th to the Secretary, replying to an invitation to be present, he says: "The time is so distant that I cannot now make an engagement, but if I can so arrange it, it will give me great pleasure to be present and witness your proceedings."

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THE SCHOOL is a true democracy. No rule or law should be passed without the consent of the governed. If pupils do not realize it to be their duty to obey a command, it will not be obeyed. Before requesting anything of a pupil cause him to see that it is to his advantage to do it. My best success in school government is in having few rules and none to which the school does not give its consent. Thus, the pupils are thrown upon their own responsibility and learn to *govern themselves*, and are better prepared for the duties of life when they become men and women. Always give your pupils a chance to do what is right. It is the teacher's duty *to teach*, not *to govern*.—*G. W. Hœnshel.*

# EDITORIAL.

## WHAT "EDUCATION" MEANS.

An education which does not enable a boy or girl to make a living in life is a failure. And in this age of competition in every occupation only those can hope to succeed who know something useful *thoroughly*. Every girl should be specially taught such things as will prepare her to earn her own living should such a necessity ever arise. It has been truly said that "to be able to turn gifts of mind to money does not deprive a girl of the graces of heart or person that will make her a fountain of joy in the household." Do not let a girl leave school and go out into life until she has mastered at least some one art by which she can earn money. There are many occupations now open to women as well as to men, but the demand is only for experts. The broadest field of occupation for women is for the teacher, but the desirable positions can be secured only by those who have specially prepared themselves for this work by becoming *thorough* in the branches to be taught. Every student in a high school or college should be trained to *teach* the branches which they are studying, even though they may never have occasion to put this knowledge into practice. Every male and female school of higher grade in the State should have a normal course, and each student ought to be *required* to take this course even though other branches were optional.

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We cordially welcome into the educational journal fraternity the *Black Hills Teacher*, which has just begun publication at Spearfish, Dakota Territory. It is a live and vigorous journal, and we trust that the editor, Mr. F. S. Cook, may have as prosperous a future as he has a useful one.

THE EDITOR desires to acknowledge his obligations to Mr. T. F. Donnelly (with Messrs. A. S. Barnes & Co., New York), to Mr. Smith (with Messrs. Ginn & Co., Boston), and to Mr. Wheeler and Mr. Houghton (with Messrs. Houghton, Mifflin & Co., Boston), for their specially kind courtesies extended to him during his visit to those cities a few days ago.

MESSRS. ALFRED WILLIAMS & CO. have just published an edition of "Barnes' Primary History of the United States," with special reference to its use in North Carolina schools. It is a most excellent little work, prepared with the greatest care, and it will be found admirably adapted to elementary classes in United States history. The introduction price is only 60 cents.

TO EVERY new subscriber and to each one who renews a subscription between November 1st and December 31st, 1887, we will present, with compliments of THE NORTH CAROLINA TEACHER, one of Ida Waugh's beautiful child-portraits in water-colors. These pictures are universally popular and stand very high as works of art, and the list price of them is $1 each. We think the profession will appreciate these exquisite portraits.

HAVE YOU ever attempted to interest your pupils in the study of insects or insect life? Suppose you try it now, and we feel sure that you will find the young people much pleased with the new study. First, carefully read the excellent article on the subject which Prof. Atkinson, of our University, gives to you in this issue of THE TEACHER and then procure a copy of the little book, "Neighbors with Wings and Fins" (price 40 cents), and you are ready to begin this very interesting study.

NOTHING IS more popular during the Christmas and New Year holidays than school entertainments and exhibitions, and the editor realized during his experience in the school-room that scarcely anything is more difficult to procure than new and appropriate material for such occasions. In view of this, and to aid other teachers in preparing their school entertainments, we have compiled from every source a list of everything new and suitable for this purpose, and will forward the list to all who may want it.

OUR UNIVERSITY is arranging a "Teachers' Course," with special reference to aiding the teachers of the State. The term will begin either November 15, 1887, or February, 14, 1888, as the teachers may designate, and the course will occupy three months. Each member of the faculty will lecture on a special branch of study, and the teachers may elect the subjects they prefer. Tuition is free; only a charge of $5 is made for room rent, servant hire, &c., during the term. Reduced rates will be made by railroads for students attending the teachers' course, and we hope that many of our teachers will take advantage of this special training by experts in the profession. We presume that the privileges are offered also to our female teachers, as nothing is stated in the prospectus to the contrary.

ONE OF THE most valuable agencies towards improving the school system of a State is the State press. The newspaper has an influence for good that nothing else has, and teachers specially ought to give their heartiest support and encouragement to their county newspapers. Subscribe for them, and ask others to do so, and take them with you to the school-room, read them to your pupils and comment upon the current events, and try to create in the minds of your scholars a desire to keep informed as to all general news of the day. Our State newspapers are in cordial sympathy with every effort towards improving the educational facilities of North Carolina, and the patrons of the schools who read the newspapers are generally the most appreciative and reasonable, and they are the ones whom the teacher can always "count on" when there is work to be done for the school.

DO NOT confine your pupils too closely to the school readers, however good the series that you are using. Many of our most successful schools advocate and use a great variety of supplementary readers, as they give breadth to the mind of a child and also create a greater interest in the reading lesson. A number of most excellent little books for supplementary reading are published by Messrs. Houghton, Mifflin & Co., of Boston, under the title, "Riverside Literature Series." The list contains the

very choicest pieces from Hawthorne, Longfellow, Emerson, and other noted American authors. The Raleigh Graded Schools have used from this series "Hawthorne's Wonder Book" and "Biographical Stories" with the happiest results. There are also fine supplementary readers published by Messrs. D. Appleton & Co., New York; Clark & Maynard, New York; Ginn & Co., Boston; Leach, Shewell & Sanborn, Boston; A. S. Barnes & Co., New York; Ivison, Blakeman & Co., New York; J. B. Lippincott & Co., Philadelphia, and other leading houses, and they will gladly send lists on application, or any of their books may be obtained of Alfred Williams & Co., Raleigh.

It is a source of gratification to know that our editorial paragraph which appeared in the October number of The Teacher against adding an academic and classical course in the public schools met such hearty and universal endorsement from leading teachers in the State. Kind letters of approval have made the editor feel that his views are correct in this matter. There is in our educational system another mistake even of a more serious nature than the one before mentioned. It is the "Elective Course" evil which exists in some of our colleges. There is an incompleteness of education easily noticed in every student who is permitted to graduate without taking the full college course. This "elective" system is injuring the reputation of our colleges and filling the State with partly-educated men. Generally the subjects elected are "Latin, Greek and Mathematics," and when the diploma is issued to the young man two-thirds of his college education is of no practical value to him, while he is almost entirely ignorant of the useful arts and sciences, including History, Natural Philosophy, Chemistry, Rhetoric, Logic, Book-keeping, Literature, etc. None of our colleges have made the standard of scholarship as high as it ought to be, and no student should be excused from any subject in the existing course. We know that the young men of our State have brain and ability sufficient to master the full course of any college. Theodore Parker very thoughtfully says: "In this country every one gets a mouthful of education, but scarcely any one gets a full meal." Such things ought not to be.

ONE OF THE most pleasant educational events ever occurring in North Carolina was a visit made to the Raleigh schools by Prof. J. T. Corlew, Superintendent of Charlotte Graded Schools, accompanied by his entire faculty of teachers. The party, comprising Misses Lily Long, Annie Jones, Kate Shipp, Mary Walker, Rosa Franklin, Clara Query, Maggie Clarkson, Addie Williams, Lucy Alexander, Minnie Wriston, Sallie Bethune, Mrs. Josie Durant and Messrs. F. C. Torrey, M. S. Salterman and the Superintendent, reached Raleigh on the morning of October 27, and they remained in the city until the evening of next day. The time was pleasantly spent in inspecting the work of the Graded Schools, which Prof. E. P. Moses, the Superintendent, was glad to show to his guests. Many other places of interest in and around the Capital were visited, and when the adieus were spoken it was with many regrets that the visitors could not remain longer, and many a hope was expressed that the same delightful company might soon "call again." Such visiting among the teachers of our schools is an excellent idea, and we would be glad to see it become a habit in the profession, as these frequent social meetings will foster a greater spirit of pride and progressiveness among the teachers, and a visit will always leave a good and beneficial impression in the public mind.

## ABOUT OUR TEACHERS.

MR. W. D. RUSH is teaching at Marion.

MR. H. L. GIBBS is teaching at Pamlico.

MR. J. D. ANDREWS is teaching at Lamont.

MISS MAMIE WILLIS is teaching at Newton.

MR. R. H. CLINE is teaching at China Grove.

MISS MYRTLE MCAULAY is teaching at Pike.

MISS JULIA LAMBETH is teaching at Bynums.

MISS NINA MCDOWELL is teaching at Toisnot.

Mrs. H. J. Carraway is teaching at Halifax.

Miss Annie V. Herring is teaching at Joford.

Mrs. E. A. MacRae has a good school at Alma.

Mr. H. A. Grey, Jr., is teaching at Harrisburg.

Mrs. John H. Fonville is teaching at Warsaw.

Miss Maud M. Frontis is teaching at Statesville.

Miss Lula C. Cabiness is teaching at Cedar Falls.

Miss Irene G. Wilson is teaching at Williamsboro.

Miss Jessie O. Jones is teaching near Rich Square.

Mrs. A. E. Rockwell is teaching at Southern Pines.

Miss Jennie B. Patrick is teaching at Willow Green.

Mr. H. E. Moss has a school for small boys at Franklinton.

Mr. L. N. Ranes has resumed the exercises of Rolesville Academy.

Miss Alice H. Mallett is teaching a private school at Fayetteville.

Mr. Lee T. Blair, late of New Garden School, is teaching at Greensboro.

Mr. George T. F. Parnell is principal of the Pamlico Male and Female Institute.

Miss Minnie Helper, late of Peace Institute, is teaching at Rogersville, Tennessee.

Mr. B. F. Hassell (Wake Forest College) is principal of the High School at Plymouth.

Miss Nellie Brooks, of Raleigh, is teaching a home school for Mr. H. H. Powell at Keyser.

Miss Jessie Albritton, late of Mount Olive, Wayne county, is teaching at Rose Hill, Alabama.

Misses Eugenia and Alpine Hollowell, of Elizabeth City, are spending the winter in Baltimore.

Miss Lilian Lea, late of Rocky Mount Graded School, is assisting her father, Rev. Solomon Lea, in his school at Leasburg.

Prof. P. P. Claxton will teach temporarily in Goldsboro Graded School until the Asheville Graded School opens in January next.

Mr. E. B. Lewis is principal of Jerusalem High School. He has just organized a flourishing Teachers' Council in his community.

Miss Lillian Arnold, with five other young ladies of Greensboro Female College, is in New York pursuing a course in Music, Art and Elocution.

Miss Laura Montgomery, late of the Centennial Graded School, Raleigh, has taken a position to teach the primary department and calisthenics in the city schools of Troy, Alabama.

Miss Irene Cartwright, an honor graduate of Suffolk Female College, Va., has accepted a position as music teacher in Wakefield High School. We welcome Miss Irene to the Old North State.

Mr. G. T. Mewborn is succeeding well as principal of Kinston Public School. He is assisted by Misses Mattie W. Rountree and Fannie Kilpatrick, and the enrollment is nearly one hundred and twenty.

Prof. M. C. S. Noble, Superintendent of Wilmington Graded Schools, is making a fine record as an educator. His schools have now the largest attendance that they have ever had and the number is increasing.

Messrs. J. J. & J. W. Hendren (Wake Forest College) have a very fine school at Cedar Run. They are assisted by Messrs. E. S. Millsaps and G. C. Teague; and Miss Laura Martin has the Department of Music and Calisthenics.

Mr. Frank Dixon (Wake Forest College and University of N. C.), who has been teaching in Washington Territory, has entered the Southern Theological Seminary with a view of preparing for the ministry of the Baptist Church.

Mr. D. L. Ellis, Principal of Glenwood High School, is arranging to have his teachers and students observe Thanksgiving Day by appropriate services, consisting of music, recitations, &c., and a "Thanksgiving Dinner." Miss Kate McDonald will have charge of the musical part of the programme.

## CUPID AMONG THE TEACHERS.

'Tis said that "figures never lie,"
That one and one are always two;
But Cupid proves, with work so sly,
Some wondrous things that figures do.
And when he claims a teacher's hand
All rules of figures then are done,
Though two before the preacher stand
This one and one are always one!

Mr. T. V. Goode, Principal of Waco High School, was married October 7th to Miss L. Georgie E. Brown.

Miss Sue Wilkinson, daughter of Prof. F. S. Wilkinson, of Tarboro, was married October 10th to Mr. R. E. Jones, of Suffolk, Va.

Miss Fannie Ellen Fuller, one of Randolph's most efficient teachers, was married October 11th to Mr. Henry Rufus Wellborne, of High Point.

Dr. J. R. Duggan, Professor of Chemistry in Wake Forest College, was married October 18th to Miss Janie Pritchard, of Wake Forest.

Prof. Joseph A. Holmes, Professor of Geology at our State University, was married on the 20th October to Miss Jennie Sprunt, of Wilmington.

This glorious land, from mountain heights
To where the sea's bold breaker foams,
May show us many charming sights,
But yet we always love our Ho(l)mes.

Miss Bessie Caldwell (a Chautauquan of 1886), teacher of Art at Bowling Green, Kentucky, was married at Rock Hill, S. C., on October 20, to Mr. Archibald M. Young.

Yes, Bessie, we shall miss you sadly,
As your marriage bells have rung,
But 'tis pleasant to remember
That you always will be *Young*.

Miss Ina Marion MacCall (Chautauquan of 1885-6), teacher of Elocution in Statesville Female College, was married to Dr. Thomas E. Anderson on Thursday, October 27th.

In all thy life may sun's brightest ray
No clouds e'er permit along thy way,
And may sweet joys cheer each coming day.

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## TEACHERS' BUREAU.

[☞ The North Carolina Teacher will recommend all applicants mentioned in this department, and letters answering any announcement may be addressed care of The Teacher and they will be promptly forwarded. We desire to aid every teacher in securing a good situation, and no charge is made for the insertion of notices in this department.]

### POSITIONS WANTED.

116. An experienced lady teacher will be glad to communicate with any person wishing a teacher in any department of the usual English branches. Primary teaching a specialty. Address P. O. Box 264, Greensboro, N. C.

117. Mrs. M. L. Brodnax, having located in New York, will take charge of a limited number of young ladies who desire the educational advantages of the city at a minimum expense. Address No. 29, W. 17th street, N. Y. References: Bishop Lyman, of North Carolina; Howe, of South Carolina, and Gallagher, of Louisiana; Governor Scales, of North Carolina; Clarence Cary, Esq., of Brown Brothers & Co., 59 Wall street, N. Y.

118. A teacher of ten years' experience in English, modern languages, Latin, Greek, music, painting and drawing desires a situation as governess, or assistant in a large school.

119. By a young lady of excellent qualifications as teacher a position in some private school as assistant, or will take a public school. Her training is thorough and she is well qualified to teach any of the common branches. Write for references to R. L. Hollowell, Wilson's Mills, N. C.

TEACHER WANTED

A young man who understands military tactics and book-keeping, and is a first-rate penman. Address editor of THE TEACHER.

## ABOUT NEW BOOKS.

[Any of the books here noticed may be obtained of Messrs. Alfred Williams & Co., Raleigh, N. C., at publishers' prices.]

THERE IS a universal desire among primary teachers for aids to "busy work" for the little people, and Messrs. A. S. Barnes & Co. have just published a little manual to meet this demand. The book is entitled "Primary Work and Kindergarten Instruction," by the famous educator, Prof. W. N. Hailmann, of Indiana. Many of the excellent methods as used by the teachers in the public schools of LaPorte, Indiana, are given, and much valuable suggestion as to guarding against mistakes. Price, 75 cents.

MESSRS. D. APPLETON & Co. have just brought out "Stories of our Country," another of Prof. Johonnot's popular supplementary readers (price, 40 cents). They have also a new book of the "International Education Series," "Elementary Psychology and Education," by Joseph Baldwin ($1.50). This is a text-book for high schools, normal schools and reading circles and a manual for teachers. Every person who has the training of a mind should read this book, as it will prove a real help and an inspiration.

MESSRS. GINN & Co., Boston, have this month a new book on Rhetoric. It is written by Dr. John F. Genung, Professor of Rhetoric in Amherst College, and is intended to be thoroughly *practical*. Every important point is illustrated by copious examples from standard literature, and they will be found of very great value (price, $1.40). Teachers will be pleased with a new edition of "The Leading Facts of English History," by D. H. Montgomery (price, $1.25). The book was prepared by the author during his residence in England, and the material is presented in a careful and highly entertaining manner.

MESSRS. D. C. HEATH & Co., Boston, have a good list of works of special value to the teacher in any department of professional work. Among the most

recent publications is "The Earth in Space," a manual of astronomical geography, by Prof. Edward P. Jackson, of the Boston Latin Schools. Price, 35 cents. Students or teachers of German should examine the new "German Grammar," by Joynes-Meissner. This excellent book is full in every respect, and many of the difficulties of the language are made remarkably clear. Price, $1.50. "An Italian Grammar," by C. H. Grandgent, of Harvard College, gives all the grammar that the ordinary student of Italian will need, and in an accurate, clear form. It may be used by any person familiar with the ordinary terminology of Grammar and Syntax. Price, 80 cents.

Messrs. E. L. Kellogg & Co., New York, send us "Early Education—The Principles and Practice of Early and Infant School Education." By James Currie, A. M. Introduction by Superintendent Clarence E. Meleney, A. M. New York and Chicago: E. L. Kellogg & Co. 16mo, 300 pp., $1.25. Mr. Currie has long been esteemed by educators as the author of "Principles and Practice of Common School Education," a most valuable work. As that volume has become known, and as primary education has risen in appreciation, a demand has arisen for the author's first volume. This is a republication of it in a very neat and compact form. Superintendent Meleney, of Paterson, N. J., has written an interesting introduction, pointing out the excellent features of the book. We are especially pleased with the excellent typographical appearance of this volume; the printers and binders have all done their work in the highest style of the art. They have also just published an interesting and timely book, "Industrial Education—a Guide to Manual Training." By S. G. Love, Superintendent Schools of Jamestown, N. Y. 12 mo., 328 pages, 400 illustrations. $1.75. New York: E. L. Kellogg & Co. This volume is the result of twelve years of careful thought in the solution of the question, "What *Occupation* shall be given to the children of our schools in order to educate them?" As superintendent of the Jamestown, N. Y., schools, in which some eighteen hundred pupils are gathered, Prof. Love has had an excellent opportunity to investigate this most important question. He has worked out the problem, not in haste, not to suit some theory, but from the standpoint of *practicality*. Numerous well-drawn plates illustrate the work of teacher and pupil. It seems to possess all the points of a work that an inexperienced teacher would need who sought to use it in his school. Manual training is bound to come into the schools. For ten years the N. Y. Board of Education staved off the question; at last it has this year introduced it. It will in ten years be in every important school in the country. Even private schools are introducing it. Hence we believe such a work will be welcomed by the teachers. They have books that deal with the theory of manual training; this will enlighten them in the practice of it. They will find a volume fresh from the hand of a man who has done his work with enthusiasm and love. They will find light in it for their work; it will aid them to advance to higher stages of excellence in teaching. One of the interesting points in this volume is the attesting of the Knights of Labor to the success of the teaching in the Jamestown schools.



Col. WILLIAM J. MARTIN, M. A., LL. D.,

Acting President Davidson College, North Carolina.

# THE NORTH CAROLINA TEACHER.

VOL. V. RALEIGH, DECEMBER, 1887. NO. 4.

EUGENE G. HARRELL, Editor.

## TRUST THE CHILDREN.

Trust the children! never doubt them!
Build a wall of love about them.
After sowing seeds of duty,
Trust them for the flowers of beauty.

Trust the children. Don't suspect them,
Let your confidence direct them
At the hearth, or in the wildwood,
Meet them on the plane of childhood.

Trust the little ones. Remember!
May is not like chill December;
Let not words of rage or madness
Check their happy notes of gladness.

Trust the little ones. Yet guide them
And, above all, ne'er deride them,
Should they trip or should they blunder,
Lest you snap love's cord asunder.

Trust the children. Let them treasure
Mother's faith in boundless measure;
Father's love in them confiding,
Then no secrets they'll be hiding.

Trust the children. Just as He did,
Who for "such" once sweetly pleaded;
Trust and guide, but never doubt them,
Build a wall of love about them.

[For The North Carolina Teacher.]

# SUGGESTIONS.

BY MRS. JULIA W. GOODRIDGE, SOUTHERN PINES, N. C.

In my leisure moments my thoughts often go back to the time—not so very long ago—when I was a school-ma'am; and although personal reminiscences are not always interesting, I think, perhaps, the narration of some things which proved helpful to me may not be unwelcome to the young teachers who derive encouragement and inspiration from the pages of this magazine.

Right here I want to say a word in favor of young teachers, although, I fear, to the minds of committeemen and principals of schools it may seem like treason. Notwithstanding that inexperienced teachers have faults which only time can overcome, their defects are often more than counter-balanced by the enthusiasm with which they enter upon their first term's work. With high ideals, a strong desire to *teach* and a determination that they will succeed in spite of inexperience, they carry to their work elements of success which go far to make amends for their crudeness.

I had been teaching some time when I received a suggestion from my reading, I think, which proved very beneficial. It was to the effect that the most of a teacher's time and ingenuity should be bestowed upon the dull scholars. Although not conscious of having really neglected the stupid scholars, I had, like many another teacher, hurried through their recitations as quickly as possible, helping them along as much as I dared in order to avoid an actual failure, and feeling much relieved when they had recited. Of course a teacher in graded schools would have no such temptations, for whether he likes or not, he must bring all of his pupils up to a certain standard.

Upon reflection, I concluded that the idea was a good one. The bright students, who enjoy study, need but little encouragement beyond a commendatory word. Indeed, I believe they are often injured by too much praise and attention, as their ambi-

tion is thus excited, and they are led to overwork. They should rather be restrained and advised to make haste slowly.

Although at first it would seem that labor with the unpromising scholars would, like virtue, be its own and only reward, yet I have had most pleasing results from such efforts. I remember in particular one poor boy who had been given up by previous teachers as so lacking in brains that it was useless for him to attempt to learn. He would enter school at the beginning of each term when there was a new teacher, but soon becoming tired, would leave, not to return during that administration.

When I took the school he was one of the largest boys, and occupied the "back seat," although he could scarcely read. I found him an admirable subject upon which to test the value of the suggestion I had received, and so faithfully did I follow it that I kept him in school every day through two terms, and had the satisfaction of seeing him make real advancement in his studies. A short letter which he wrote me so touched me with its gratitude and affection that I felt well repaid for my earnest work. Do not think that I failed in duty to the rest of the school, for such was not the case.

However, it is not only the dull pupils who try the teacher's patience. Mine was wont to be tried by one very precocious child with a big white forehead and pale cheeks, who used to sit through the school-hours in a most listless fashion, often refusing to go out at recess time unless I insisted. His lessons were always perfect, so that I could find no fault with him on that account, and I wondered what I could do with him. Ere long I discovered that he took his books home at night and did all his studying there. This I found to be a general custom. Whereupon I made a rule that no scholar should take his books home unless special permission was given. I decided that if the six hours of school were not enough in which to learn the lessons I would shorten the lessons. The rule worked well. The studious appearance and interest of the school were increased. The scholars had less time for lounging and getting into mischief and were better in health.

I think there would be fewer evils resulting from our present school system if it were made a law that when pupils spend five or six hours in school all of their studying should be done during that time. If it should prove impossible to bring scholars up to the required "per cent." with such restrictions, then the per cent. should be lowered.

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[For The North Carolina Teacher.]

## SOME COMPOSITIONS.

BY MISS MARY F. DICKSON, MORGANTON, N. C.

I should like to show some compositions written by my fourth grade class; not only because I think them very good reading, but hoping they may serve as a suggestion to some who, like myself, are often perplexed "to find something for the children to write about." I got some help from a similar article in THE TEACHER two years ago and am willing to pay in kind. It is my custom to put on the board Friday evening the heads for the composition, and the whole class writes on the same subject. Sometimes, if the subject is difficult, we talk it over, and I ask questions to draw out what they know, but usually they get no help. As the average age of the class is only eleven and a half, I correct—or rather call on them to correct—only the spelling, capitals and grammatical errors. Their childish phraseology I never correct where it will do at all.

On this occasion I gave them for a subject, "A letter from China or Japan," with the heads:

*How I came here;*
*About the country;*
*Where I spent the day;*
*How the houses and people looked;*
*What they had for dinner.*

They had lately studied about these countries, and I think by throwing their knowledge into this form they got a very vivid

idea of the people and countries mentioned. As will be seen, some of them got the customs of the Japanese and Chinese somewhat confused, but I give them unaltered. These four (if there is room in THE TEACHER for so many) will serve as samples:

SHANGHAI, CHINA, November 13th, 1887.

DEAR FRIEND:—I thought I would write to you and tell you about my trip here, this country, and its inhabitants. I went from my home in Morganton to San Francisco, and there I took passage on a handsome steamer. I had a very pleasant voyage except an attack of sea sickness the first day. Soon after I landed here I saw two Chinamen carrying a palanquin and hired them to take me to the city. When I got in they started in a trot, and we soon got to the city; which was crowded with people who looked strange to me. Their skin was a light yellow, their hair was coarse and they wore it in long plaits or queues down their backs. Now and then I would see a Chinese lady of rank or wealth supported by two slaves. I wondered at this till I was informed that the rich ladies' feet were bandaged when they were young, and these bandages were never taken off except to put others on. By this treatment their feet were mere stumps that they could scarcely walk on.

When I got to the boarding place I told them to stop, and got out and asked what they charged, they replied "two cents." When I got in the house it was about dinner time, and after awhile the servant brought in dinner, which consisted of duck pie, rice, and tea, and was put on a low table. We ate with chopsticks.

After we finished dinner a Chinese lady came to visit me. She was about fourteen years old but was married and had three children. After we talked awhile she went home.

Next morning my friend and myself started for the river. When we got there, I was surprised to see the houses built in large boats fastened to the bank. We were invited to come in one of these and spend the day. We had a very nice time here, though the people were not very rich. When dinner came it consisted of fried rat, fish, and dog pie. After dinner it was very easy to wash the dishes, as they had only to stoop over in the water and wash them. Late in the evening we went home; as we were going I noticed that every inch of ground had something growing on it.

It is late so I will close. D. B. (aged 12).

SHANGHAI, CHINA.

DEAR BILLY:—You will be surprised to hear of me being in China, I ran away from Morganton and came here. It is the strangest place you ever did see. I was invited to a man's house to spend the day and I went. When they came in the lady looked very pretty and wore pretty bangs. She had on a very pretty dress, though it was so big that it looked as if two could get

into it. The man did not wear any pants, he wore a great big old dress. We talked, though I couldn't talk much of their language. We just sat there for awhile and I got hungry. I thought they were never going to have any dinner or supper either, but in a minute they had some dinner. They called it dinner but I called it supper. When the servant brought in dinner they had Shanghai chicken, pup pie, rice and bird's nest soup. I did not take any dog pie, but they ate it as if they thought it was the best thing in the world. After dinner I went home. I almost forgot to tell you that they ride in palanquins. I rode home in one; it was carried by two men.

A. A. (aged 10).

OSAKA, JAPAN.

MY DEAR NANNIE:—You will be very much surprised to get a letter from me in Japan, when only last month I was in China; but it happened that the lady I was with got very sick, so her husband and I thought we had better take her up to Osaka for a change. Osaka is a beautiful city; it has a great many canals, crossed by more than one hundred bridges, and some of them are very pretty. Japan is very different from China. The people are a great deal more industrious and vigorous than the Chinese. Japan is east of China, and the Chinese people see the sun rising over Japan and call it "The Land of the Rising Sun." The lady and I were invited to take dinner with a Japanese lady; she was married, but was not more than ten years old and was not very pretty. She was dressed in a beautiful silk and her hair was in a knot on top of her head with little Japanese fans stuck in it. Her husband had no pants on but was dressed in a sort of loose dress. They had for dinner some rice, tea, and fish. They brought it in on a beautiful Japanese waiter, and we ate out of china dishes. The houses are furnished very prettily, but they have no chairs, bedsteads or tables. I rode once in a jinrikisha and enjoyed it very much.

A. E. (aged 11).

OSAKA, JAPAN.

DEAR MATILDA:—I know you will wonder who is writing to you from Japan, but I came here with my aunt to visit the country. Osaka is a very pretty city and has a great many bridges. I spent a day with a lady and gentleman; the lady was dressed in a light blue silk, it hung like a bag. Her hair was up high and she wore bangs. They have it fixed so prettily and it costs so much to have it fixed, that they have little blocks of wood to rest their head on while they sleep to keep from rumpling their hair. There were no chairs in the room nor sofas, but in the corners were rolls of matting that the people sit on to eat and work, and unrolled at night to sleep on. At dinner time a servant dressed in blue cotton cloth brought dinner in on a Japanese waiter. The cups and plates were of beautiful porcelain with flowers and birds painted on them. The dinner consisted of rice, tea, and fish. In the evening the lady took me to her husband's store and gave me a Japanese fan and parasol.

The flowers are beautiful here but are without smell, the japonica that we think so pretty and rare grows wild. I must not forget to tell you that the people are smart and willing to learn; they have railroads and different things that they have learned from the Americans.

E. W. (aged 11).

Of course their information was gained from me in the geography class, but I think this work proves them to have digested it. The boy whose palanquin-bearers charged him "two cents" certainly understood what I had told his class three weeks before about the cheapness of Chinese labor.

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[For The North Carolina Teacher.]

## ABOUT SOME TEACHERS.

BY A COUNTY SUPERINTENDENT.

I wish to make a few observations in regard to a want of interest I find existing among some of the public school teachers, and ask the County Superintendents and THE NORTH CAROLINA TEACHER to suggest a remedy.

Doubtless many of the County Superintendents over the State have had something like the same experience in the discharge of their duties. A second or a third grade teacher will approach the Superintendent somewhat in this style, especially as the time for their annual examination draws near:

"Well, sir, I have had so much on my hands since my last school term expired and so much to think of besides teaching that I have not reviewed my books and am not prepared to stand a rigid examination, and I hope you will not press the examination too far *this time*, and I promise you I will be better prepared next time, for I intend to fully prepare myself for teaching. I could not attend the Institute this year, but will the next. I did not know of a school I could get until after the Institute closed, when Mr. A. came to me and *insisted* on my taking the

school in his district. The whole district is unanimous in wanting me to teach, and if you will show all the leniency you can I *will* prepare myself before next year. I will review my books and read the works of the leading educators of the country, and be up on next examination."

In a case like this there are few men who would not let their sympathy get the better of their judgment, and, with all these promises before them, grade that teacher as high as they consistently could under the law. But then imagine, if you can, the feelings of that Superintendent the next year when he grades that teacher he finds instead of advancing he has retrograded, and if he intimates anything of it to the teacher he is met with the same plea of too much else to think of, &c., and this after he has worked, held Institutes, Teachers' Councils, and exhausted every plan he could devise or gather from others who have had more experience in the Superintendent's work. Isn't it enough to discourage those who can be discouraged?

Again, there are those who, if you ask them to buy some work on education, or to subscribe for an educational journal, will meet you with a plea of poverty or want of time to read, or some excuse equally frivolous. Such teachers want all the advantages, pecuniarily and socially, that are to be derived from the teacher's profession and are unwilling to spend one dollar for a book or educational paper or pay a board bill while the County Institute is in progress, or even lose one day in a month to attend the meeting of the Teachers' Council. It is surprising how soon the enthusiasm with which they seem to be filled about the second week in July will abate and they fall back into the old channel. There are only two times a year when they seem to be awake: one is at examination and the other when they wait on the Treasurer to get their "orders" cashed.

This description is not intended to apply to all public school teachers, for there are some earnest, devoted men and women in our State who have the work at heart, and I say all honor to them, and to them also I appeal to suggest a remedy as to how we may work up an abiding interest in those teachers whose only interest seems to be the money.

There are a few of another class I find scattered here and there, though I flatter myself they are scarce. It is those who satisfy themselves with a partial third grade certificate, issued upon the petition of the committee in a certain district. I think I have found a solution to that question; that is, to refuse to issue a certificate of the kind under any circumstances, and I have so announced my intention.

Another great trouble I find is a want of interest on the part of committees. They seem to think all they have to do is to employ a teacher and sign his order for the money and the year's work is done. They can't be induced to improve a school-house, are perfectly satisfied with a log-cabin, without fire-place or stove, seats made of logs split open and pegs stuck in auger holes for legs, without any backs for the support of the children's backs and shoulders, and so high their feet will not reach the floor. And as to getting a full and accurate report from them, it is utterly impossible. Of course, there are exceptions to this rule.

Another, and the last trouble I will mention, is the propensity committeemen have for employing kinsfolk to teach. If a committeeman has a child, uncle, aunt or cousin, he will growl and grumble, plan and scheme, until he gets them in to teach the district school, regardless of their qualifications or the necessities of the school. How would it do for the County Boards of Education to make an order forbidding committees employing their connections as teachers? Perhaps some of your readers will think me a chronic grumbler, but these things have been accumulating for some time, and I write this article thinking, perhaps, some one will make some suggestion how to remedy the evil and make the public schools more effective.

It is my earnest desire to see our beloved Old North State stand side by side with the foremost of her sister States, and with the proper efforts on the part of teachers, superintendents, committees and boards, led by our efficient State Superintendent and encouraged by THE TEACHER, there need be no such word as fail. Then let us be up and doing while we have the oppor-

tunity and while our advantages are increasing, so that by our united, continual effort we may raise the standard of education and make our educational system a praise in all the land.

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[For The North Carolina Teacher.]

# ELEMENTARY STUDIES IN INSECTS.

BY G. F. ATKINSON, PROFESSOR ENTOMOLOGY AND GENERAL ZOOLOGY, UNIVERSITY OF NORTH CAROLINA.

CONCLUDED.

## Section II.

*Key to the Principal Orders of Hexapoda (Six-legged Insects).*

(This key includes only the winged insects, and is confined to the characters which are common to the majority of insects. After a little practice, an adult, wingless insect can be properly referred to its order by comparing the form of the body).

ORDER.

Insects with only one pair of wings, = Diptera.
Insects with two pairs of wings, . 1

**1.**

The two pairs of wings differing in structure, . . . . . 2
The two pairs of wings similar in structure, . . . . . 3

**2.**

Front pair much thickened (horny) throughout their length and when at rest meeting in a straight line down the middle of the back, . = Coleoptera.

Front pair of wings thickened at the base, the outer ends thin, which overlap when at rest. Mouth parts a long, straight beak for sucking, = HEMIPTERA. HETEROPTERA.

Front pair parchment-like; second pair folded like a fan, . . . . = ORTHOPTERA.

**3.**

Wings clothed with minute, dust-like scales, . . . . . = LEPIDOPTERA.

Wings naked and membranous, . 4

**4.**

Mouth parts forming a slender, straight beak for sucking, . . . . . = HEMIPTERA. HOMOPTERA.

Front pair of jaws for biting, . . 5

**5.**

Wings with few veins, making not more than 14 closed spaces, . . = HYMENOPTERA.

Wings with many veins, making more than 20 closed spaces, . . . . 6

**6.**

Hind lip split, . . . . . = PSEUDONEUROPTERA.

Hind lip entire, . . . . . = NEUROPTERA.

## SECTION III.

After considerable practice in determining, the following table will naturally be memorized:

1. *Hymenoptera* (Membranous-winged Insects).

Two pairs of wings; both membranous, hind pair the smaller, few veins; mouth parts for biting and sucking. *Bees, Wasps, Ichneumons, etc.*

2. *Coleoptera* (Sheath-winged Insects).

Two pairs of wings; front pair hard, horny, and when at rest meeting in a straight line down the back. Mouth parts for biting. *Beetles.*

3. *Lepidoptera* (Scaly-winged Insects).

Two pairs of wings, membranous and covered with minute scales. Mouth parts form a long, coiled beak for sucking.

Antennæ knobbed at the end = *Butterflies.*

Antennæ not knobbed at the end = *Moths.*

4. *Diptera* (Two-winged Insects).

One pair of wings. *Flies.*

5. *Hemiptera.*

Two pairs of wings; mouth parts forming a straight, slender beak for sucking.

(*a*). Front pair thick and horny at the base, membranous at the tips, where they overlap when at rest = *Heteroptera.* (This division is made up of the *bugs*).

(*b*). Both pairs of wings membranous = *Homoptera. Plant lice, Cicadas, etc.*

6. *Orthoptera* (Straight-winged Insects).

Two pairs of wings; front pair straight and parchment-like; hind pair membranous and folded like a fan. Mouth parts for biting. *Grasshoppers, Crickets, Katydids, Devil's Race Horses, etc.*

7. *Pseudoneuroptera* (False Nerve-winged Insects).

Two pairs of wings; many veins. Front jaws for biting; hind lip split. *Dragon-flies, May-flies. White Ants, etc.*

8. *Neuroptera* (Nerve-winged Insects).

Same as 7, but hind lip entire. *Lace-winged Flies, Ant Lions* (the adult of "*Doodles*"), *etc.*

## Section IV.

In this section I wish to tell how to "spread" butterflies and moths, and to add a little other information that may be sought by some.

For spreading *Lepidoptera*, take two smooth boards, each about four feet long by two inches wide. Place the edges far enough apart to admit the body of a butterfly between them. Tack on one side some thin cork, or thick, soft paper, which can easily be penetrated with a pin. Nail about three cross-blocks on the same side, to strengthen the frame. When the pin is through the body of the butterfly, or moth, push it far enough through the cork, or paper, to admit the body in the groove, so that the base of the wings will be even with the surface of the boards. Now with pins carefully guide the wings, without tearing them, or making holes in them, so that the front wing *almost* uncovers the hind one, and both are expanded to smooth out all the folds. Now lay a narrow paper over the wings and pin it down with short pins, being careful to pin *outside* the wings. In a week they will be dry and can be removed. A little practice will make what seems a tedious and difficult task a comparatively easy one.

Many of the *membranous* and *nerve*-winged insects are in better condition for studying after being "spread."

Common pins are too short to be convenient. I would advise all to use the *regular* insect pin. All will then have uniform length, and if any should wish to prepare an *insect cabinet* it would be more valuable if the insect pin were used. I should be glad to help name insects for any one who wishes to make a collection, and also to exchange with them, so that I can obtain insects from all over the Carolinas, but I should not value them very highly unless pinned with the pin which entomologists use. These can be obtained from James M. Southwick, Providence, R. I. Price, 250 for 30 cents; 1,000 for $1.00. All insects should be pinned through the thorax, and *beetles through the right wing-cover*. About one-fourth of the pin should be left above the body.

In collecting *Lepidoptera* care should be given to not break the wings, or rub the scales off them.

[For The North Carolina Teacher.]

# THE STUDY OF LATIN.

BY PROF. GEO. T. WINSTON, UNIVERSITY OF NORTH CAROLINA.

A good start in Latin is half an education. It makes the road easy to all literary study and lays the foundation of good taste and judgment. English grammar, rhetoric and literature; logic and metaphysics; history, philosophy and the higher applications of science, are better appreciated and more easily mastered after the study of Latin. No other language affords so happy a combination of strength and grace. It displays the power and dignity of the Roman senator no less than the delicacy of the daughters of Italy, the literature of ancient Rome and her children, the literatures of Italy, Spain and France! Can any language show nobler products?

I doubt if a man can be well educated without training in Latin. Somehow or other it takes hold of the untamed, irregular and dull faculties of the average mind and does for them what Rome did for the barbarians that she encountered—drills them and keeps them in good order, ready for work. I always pity the little barbarian whose mind has never been subdued by Cæsar. Something is the matter. Perhaps he began his Latin on the "dark of the moon." There is no country in the world, outside of Asia and Africa, where Latin is not regarded as the one language essential to mental culture. The experience of individuals is equally conclusive. Shakespeare's "small Latin" stood him wonderfully good stead, and nine men out of ten in literary professions will tell you that they were educated mainly by the study of Latin. It will probably be so to the end of time. The language seems perfectly adapted to the work of laying the foundations of education. The debt of gratitude which we owe to the Roman language is far greater than that we owe her civilization and statesmanship.

Besides its value as a means of culture, Latin has especial influence in nearly all the learned professions. It has a techni-

cal, special value which is really greater than that of any other study embraced in our system of education, excepting possibly mathematics. Ignorance of Latin condemns a man to inferiority, humiliation and extra labor in law, medicine, journalism, the ministry, literature and statesmanship.

What shall I say of a teacher who knows no Latin? He is like a soldier with his right arm gone. He is unable to use the most efficient weapon of education, and is himself incapable of doing the best work from lack of training. Whether a man teach Latin or not, if he teach only spelling, he should be a Latin scholar. No teacher can afford to be ignorant of Latin. There is not a single subject, even among the common school studies, that cannot be better taught for a knowledge of Latin. Every common school teacher should be required to know Latin, and the efficiency of the schools would be doubled.

Twenty-five years ago the writer began the study of Latin under the tuition of James H. Horner, Esq., a teacher who, like Nestor, has outlived two generations, and from whose tongue instruction flowed sweeter than honey. After a large and varied experience in universities and schools, North and South, I count my instruction in Latin by James H. Horner the greatest educational privilege of my life, and attribute to it what literary taste I may possess.

## OUR PUBLIC SCHOOL FUND.

OFFICIAL CORRESPONDENCE.

EDITOR NORTH CAROLINA TEACHER:—The fact that the fiscal school year ends 30th of November explains why there appears a large balance of funds on hand at that date. This balance is misleading. It causes many persons to conclude that more money is annually collected than is annually expended, which is not in accordance with the facts.

In 1885 (from November 30, 1884, to November 30, 1885), as shown by the State Superintendent's Report, collections amounted to $631,904.38 and expenditures to $650,089.90—expenditures in excess of collections.

In 1886 collections amounted to $670,672.41 and expenditures to $671,115.65—expenditures again in excess of collections.

Notwithstanding this excess of expenditures over collections the reports show on hand 30th November, 1885, $202,817.22, and on November 30, 1886, $205,267.98.

The explanation is this: The schools are taught during the fall and winter months, ending, for the most part, in February and March—some earlier. During the months in which there are no schools there is an accumulation of school funds in the hands of the Treasurers from fines, forfeitures and penalties and from collections of property and poll taxes made by the Sheriffs during the months of *October* and *November*. As the reports are made on the 30th of every November, all the accumulations from all sources must be shown on hand, a very large part of which has just been paid in by the tax-collectors, and for the expenditure of which time has not been given. But with these funds then on hand and from others then in process of collection the teachers of the schools for the *current* year are to receive their pay.

The fiscal school year ought to end 30th of June, when no schools are in session and when all regular tax collections have been made and settled. Then the reports would not show large balances.

I will thank you for the publication of this statement, which may serve to correct some mistakes. It is the earnest effort of the school officers to expend the money with as little delay as possible. School funds are apportioned in January—all on hand then—among the districts of the respective counties, and, with rare exceptions, the districts spend all their funds during the current year.

Respectfully,

S. M. Finger,
*State Superintendent.*

# IN THE SCHOOL-ROOM.

## WATCHING FOR SANTA CLAUS.

PATTY CARYL.

"Now, Santa, look me in the eye,
And tell me, is it right
To disappoint a little girl
Who watched for half the night
In a great parlor, all alone,
And thought for certain you would come?

"I told you 'bout it yesterday,
Right here by this big store,
And now, to-night, I'll watch again,
And try you, sir, once more.
If you don't come," she tossed her curls,
"I'll know you're 'fraid of little girls."

So, once again, before the fire,
When others were in bed,
Upon a cozy, cushioned chair
She laid her shining head.
When Santa came to take a peep,
He found the darling fast asleep.

"Oho," he said, "my little maid,
'Tis thus you watch for me!
You need not grieve, for gifts I'll leave
And vanish silently.
And, finding Santa has been here,
Keep better watch another year."

## A CHRISTMAS PRESENT.

The editor of THE TEACHER will give a handsome Christmas present to the *subscriber* who will send a list of the greatest number of words which can be formed from the letters contained in the name of our journal, "THE NORTH CAROLINA TEACHER." The words which are made must be such as are authorized by Webster's Dictionary, and no letter can be used more times than it appears in the name given. In making the list of words, write with ink, number each word, and sign your name to the list. The award will be made on the 20th day of December, and the prize will be forwarded at once, so that it may reach its destination before Christmas day. This will be an interesting exercise of your skill in word-making.

## TEST WORK IN ARITHMETIC.

NUMBER 4. DIVISION.

This is a little more complicated method than any of the preceding rules, but yet it is quite interesting and very simple. The rule will apply to either long or short division, and we illustrate by an example under each method.

Divide 3,892 by 13. The work will appear when complete thus:

13)3892

299, 5 remainder.

Now test by making a key figure of the dividend: $3+8+9+2=22=4$. Then mentally proceed as follows with the divisor, quotient and remainder: $1+3=4$; $2+9+9=20=2$; $4\times2=8$; $8+5$ (remainder)$=13=4$, which being same as our key figure above proves the work correct.

In "long division" we proceed as follows:

$$\begin{array}{r} 54)4756(88 \\ 432 \\ \hline 436 \\ 432 \\ \hline 4 \end{array}$$

Then, $4+7+5+6=22=4$; $5+4=9$; $8+8=16=7$; $9\times7=63=9$; $9+4=13=4$, again giving the key to the proof.

We have used a good may figures so as to show the entire mental work, but a little practice will enable the teacher to dispense with most of these, and thus reduce the work to a very simple calculation.

Explain to your pupils these arithmetical devices which we have given to you in THE TEACHER since September, and you will be able to interest some children in the subject who may have heretofore appeared dull.

## QUESTIONS AND ANSWERS.

### ANSWER TO "D'S" QUERIES.

"D," of Franklin, N. C., will find, upon examination, that the "Encylopædia Americana" speaks of pepper as "constituting a distinct and natural family—the *pipuaceæ*"; yet, in the same article this statement occurs, "at the present day no *spice* is so generally used."

$$.0048\times2.001\div1000000=.00000000\ 96048.$$

$$\frac{48}{10000}\times2\frac{1}{1000}\div1000000=\frac{48}{10000}\times\frac{2001}{1000}\times\frac{1}{1000000}=\frac{96048}{10000000000000}$$

A.

DANVILLE, VA.

### QUERY.

Is there any decimal fraction the cube root of which is a greater fraction than the square root of the same fraction? If so, why? S. I.

## TWO LITTLE LETTERS.

THE TEACHER wants to give every possible encouragement to our little folks in writing letters. It is, indeed, an accomplishment to write a good letter, and teachers should make this training a special feature of every school. The editor appreciates this nice letter which he received from little LAURA EGERTON, of Ingleside:

INGLESIDE, N. C., Nov. 1st, 1887.

DEAR MR. HARRELL:—I saw the little boy's letter in THE NORTH CAROLINA TEACHER, and I thought I would write one too. I am a little girl not seven years old yet; I have been going to school eleven months; Miss Katie Whitfield is my teacher, she has thirteen pupils; I study Fourth Reader, spelling, arithmetic and writing. This is the first letter I ever wrote with a pen. Your little friend,

LAURA EGERTON.

And MASTER BLACKNALL COOKE (aged nine), of Louisburg, writes a very interesting letter to his uncle. Both these little people are in Miss Katie Whitfield's school at Ingleside, and their thoughts are well expressed in these letters, showing evidences of faithful training on the part of their teacher.

LOUISBURG, N. C., Nov. 3d, 1887.

DEAR UNCLE:—I have been going to school three months, and I like to go very much. We are going to have our entertainment the ninth of December, and we are very busy preparing for it. When are you coming to see us? I must close as it is neary school time. Good bye. You must write to

Your loving nephew,

BLACKNALL COOKE.

We will be glad to have letters also from other children in our schools throughout the State.

## THE BOOK-KEEPING TRANSACTION.

We were much pleased to see the interest shown in the problem for students in book-keeping which was published in November number of THE TEACHER. The question was taken from

"Forty Lessons in Book-keeping," by Mr. George Allen, of New Bern, a most excellent work on this subject and written by a North Carolinian. We received a good many solutions of the "Transaction" and the two first correct ones came by the same mail, so we sent a set of the "Ida Waugh Portraits" to *Misses E. L. Burgess*, Shiloh, N. C., and *Lelia Lawrence*, Raleigh, N. C.

SOLUTION:

| | | | | |
|---|---|---|---|---|
| *Sundries to Sundries:* | | | | |
| Bills payable for note due National Bank—Cancelled, | $465 | 00 | | |
| Ditto for note due National Bank—Cancelled, | 200 | 00 | | |
| Ditto for acceptance due National Bank—Cancelled, | 64 | 00 | | |
| Ditto for acceptances due National Bank—Cancelled, | 60 | 00 | | |
| Ditto for acceptances due National Bank—Cancelled, | 65 | 00 | | |
| Profit and Loss: loss on the city judgment sold to bank, | 5 | 00 | | |
| Interest for discount on new notes and acceptances, | 13 | 12 | | |
| To bills receivable for amount collected on judgment against the city and paid to bank, | | | $ 72 | 43 |
| To interest on city judgment, | | | 14 | 49 |
| To bill receivable for balance due by city and transferred to National Bank, | | | 183 | 70 |
| To bills receivable for county bond paid National Bank, | | | 50 | 00 |
| To National Bank for payment by check on bank, | | | 11 | 50 |
| To bills payable for new note to National Bank, due August 5, | | | 425 | 00 |
| To ditto for new acceptance to bank, due May 22, | | | 50 | 00 |
| To ditto for new acceptance to bank, due October 15, | | | 65 | 00 |
| | $872 | 12 | $872 | 12 |

# TAMERS OF THE GROUND.

FOR RECITATION.

BY PROF. JAMES C. MOFFAT.

There is conquest of force in taming the horse
Till he brooks to be driven and bound,
But prouder by far the victories are
Of the men who tame the ground—
Who tame the ground and its willful powers,
And determine the work it must do,
Till it leaves its own and executes ours,
With obedience docile and true.

For they are true workers together with God,
In maturing the earth to his plan,
And in teaching her dull and unmeaning sod
To grow with the thinking of man—
Who compel her rude life to surrender the wold,
The marsh and the jungle to yield
To him who can out of her deserts unfold
The wealth of the fruit-bearing field.

Delights there may be on the restless sea,
Though treacherous, barren, and bare;
But the grateful land ever blesses the hand
That tends it with wisdom and care.
Then health to the heroes who tame the ground
And hold it in bountiful thrall,
For they lap the earth with their conquest around
Enriching, benignant to all.

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I BELIEVE in the oral and analytical method of teaching language, and not in a system of technical rules for the pupil to labor over.—*Charles E. Beale.*

# OUR TEACHERS' COUNCILS.

The Teachers' Councils are good things and will help on the school work in the way of improving teachers and public sentiment.—Hon. S. M. Finger, Superintendent of Public Instruction.

## TO COUNTY SUPERINTENDENTS.

Have you yet effected an organization of the teachers of your county for social and professional meetings? Have you ever proposed to them that they form a Teachers' Council for mutual improvement? Have you been too busy to ask your teachers to meet once in each month to discuss matters which will aid you in your work? Would not you like to see your teachers oftener than once a year at "examination time"? Could not you secure better co-operation by making them a little talk in the Council each month? Do you want *your* county to keep up with her sisters in the onward educational march? Would it not be well for you to secure greater confidence of the teachers in your intentions to serve the schools by becoming better acquainted with them in the Council meetings? Do you know that the counties which are best organized are making most friends for the schools and for the County Superintendent and his work? Do you realize that the key to successful educational work is "progressive Superintendent, progressive teachers, progressive schools"—it doesn't matter which comes first? Would you like to have friends of education nominated for your next Legislature (this will be done in every county where a live Teachers' Council is at work)?

These questions are simply to suggest to our school officers some important points which they may have overlooked in the press of other business, and they are prompted by many kind letters which the editor of The Teacher has received from County Superintendents throughout the State. There has been

much most valuable work accomplished by these faithful schoo officers, even in the face of many obstacles, and we want then to attain yet greater success through the indispensable aid of th Teachers' Councils.

## WAKE COUNTY TEACHERS' COUNCIL.

The Council met November 19 in the Centennial Gradec School, Capt. C. B. Denson, President, in the chair. Owing tc the inclemency of the weather the regular topic for discussion was, on motion, postponed until the next regular meeting of the Council.

Rev. J. L. Foster, of Alamance county, was present and invited to enjoy all the privileges of the Council.

Mr. Z. V. Peed reported that there were some vacancies in schools existing in some of the districts of the county, and the Council requested its officer to enquire particularly of the matter and report at the next meeting that the vacancies might be filled at once.

Miss Lelia Lawrence, Mr. W. E. Young and Prof. E. P Moses were requested to arrange a programme for the next meeting, and the committee reported as follows:

Address by Rev. M. M. Marshall, D. D.; "Mental Arithmetic," by Prof. C. D. McIver, to be followed by Rev. W. G Clements and others.

A full report of all the school districts of the county and the funds to their credit will be made.

On motion of Prof. McIver, the Council unanimously requested Prof. Moses to give an address on "Moral Training in our Schools," and he kindly accepted the duty.

Mrs. J. M. Barbee resigned the position of Treasurer, owing to conflict with other duties. The resignation was accepted with regret, and Miss Annie Conigland was elected Treasurer of the Council.

It was decided that all the work of the Council should be particularly adapted to the practical work of the school-room, and also introduce matters of general interest to the public, particularly those who are patrons of the schools.

There were many pleasant, informal talks and discussions by those present upon matters of special interest to the Council as a band of educators in a very broad sense. It was further suggested that a short musical and literary exercise be arranged for the next meeting.

The Committee on Programme was requested to extend an invitation to Prof. G. T. Winston, of the University, to deliver a public lecture to the Council and friends of education at an early day on his trip to Europe. Complete arrangements as to time and place will be announced shortly. It is intended to provide a series of popular lectures by noted literary gentlemen of the State, and the public will be cordially invited to all their exercises without any charge whatever.

The Council then adjourned to meet on Saturday, December 10th, in the Murphey School building.

## TO PUBLIC SCHOOL TEACHERS.

On page 416 of Robinson's Higher Arithmetic is the following example:

41. Two mechanics work together; for 15 days' work of the first and 8 days' work of the second they receive $61, and for 6 days' work of the first and 10 days' work of the second they receive $38. How much does each earn?

The *News and Observer* Company offers to send a copy of its weekly edition for one year to any teacher in the public schools of the State who shall *first* send to THE NORTH CAROLINA TEACHER a purely arithmetical solution of the above problem.

# NORTH CAROLINA TEACHERS' ASSEMBLY

PRESIDENT ALDERMAN is rejoicing in the possession of a lit tle heiress who arrived on the 26th of November.

THERE WILL be a stenographic report made of all the specia lectures at next session of the Assembly so as to preserve then in full. The work will be done by a lady who is one of ou most successful North Carolina teachers and who is now acquir ing this very difficult art of short-hand writing.

WE WANT a life-size crayon-portrait to be hung in our hall of each President of the Assembly. Mrs. John J. Fray ha already kindly given an order to an artist for a portrait of he deceased husband, Prof. J. J. Fray, our first President, which i to be presented to the Assembly, and our cordial thanks ar returned for the gift.

FROM EVERY section of the State comes word from ou teachers that they will all be at the Assembly next summe unless something very serious shall prevent. The fact that th Assembly is now to have a delightful and comfortable permanen home has intensified the enthusiasm of the profession in thei grand organization, and the teachers now speak of "our Assem bly" with greater pride than ever before.

THERE IS manifested a greater interest than ever before in th examination on North Carolina History which is to be held a the Assembly. The handsome gold watch which Messrs. Alfre Williams & Co. are to give as a prize for the best answers to th examination questions will make the competition spirited. A number of teachers have informed the Secretary that they intend to be ready for the examination. The entire list o questions will be selected from "Moore's School History o North Carolina," and will be such as every North Carolin teacher ought to be able to answer.

THE ASSEMBLY wants to have a permanent exhibit of meritorious school work of every description by the pupils of the State, and contributions to this exhibit are earnestly solicited; and we hope that teachers will encourage their pupils to send such things as map-drawing, penmanship, crayon-portraits, oil paintings, compositions, specimens of taxidermy, putty-moulding, mechanical drawing, &c., where they show evidences of skill and taste. A convenient and safe place will be provided for these articles so that they may be examined by teachers, and this valuable collection will be added to each year.

ARRANGEMENTS HAVE been perfected with MR. FRANK BEARD, the most noted blackboard artist in America, to give two illustrated lectures at the Assembly. Mr. Beard for a long while furnished the powerful cartoons for that well-known illustrated journal, *The Judge*, of New York, and this fact alone attests the wonderful skill of the artist. He has filled engagements with many of the largest educational meetings in the world, and has everywhere been received with enthusiasm and great appreciation. His highly illuminated lectures will afford the greatest amusement and instruction to the teachers.

THE ASSEMBLY BUILDING will be let to the contractor in a few days and is to be completed by May 1st. The Grand Lodge of Masons will be invited to place the corner-stone on Tuesday, April 2d, during the Easter holidays. It is intended to make this a grand occasion, and a special train will be run from Greensboro to Morehead City on that day to carry all who want to attend the exercises. The rate will be very low and the train will start early enough to make the trip in a day, allowing about four hours' stay at Morehead City. A special invitation will be extended to the largest schools along the route to attend in a body and enjoy an Easter picnic at the sea-side. The month of April has been chosen for this ceremony in special commemoration of DR. JOSEPH CALDWELL (born April 21, 1773), one of the foremost of all our North Carolinians in advocating progress in our school system. He was also the first man who proposed a railroad from Morehead City to the western part of our State.

THE SECRETARY, in behalf of the teachers of North Carolina, extended an invitation to DR. OLIVER WENDELL HOLMES to accept the hospitalities of the Assembly in a visit to Morehead City during the session next summer. Dr. Holmes is one of the most popular of American authors, and he is well known and universally admired through many delightful volumes which he has given to the literary world, and in a special manner has his "Autocrat of the Breakfast Table" fascinated the reading people of America and Europe. In reply to the invitation the Secretary has received the following very kind autograph letter from this distinguished man:

BOSTON, November 1, 1887.

*Mr. Eugene G. Harrell, Secretary N. C. Teachers' Assembly, Raleigh, N. C.:*

MY DEAR SIR:—The state of my eyes obliges me to write very briefly.

I regret that I do not feel able to accept your most kind, cordial and tempting invitation. I feel, however, that circumstances over which I have no control render it expedient, if not absolutely necessary, for me to decline all present and prospective invitations which carry me to any distance from home.

With many thanks, I am,

Yours very truly,

OLIVER WENDELL HOLMES.

We hope that Dr. Holmes may yet decide to visit our Assembly and enjoy the many delights of our Southern "Educational Capital by the Sea."

THE "Committee on Membership" of the Teachers' Assembly for 1888 is composed of the following persons: PROF. JOHN B. BURWELL, PROF. E. P. MOSES and PROF. HUGH MORSON. These gentlemen all reside in Raleigh and were thus selected on account of convenience for consultation. The duty of this committee is to consider all *new* applications for membership and instruct the Secretary in regard to issuing the Certificate of Membership. The committee will also have supervision of the entire present list of members with power to refuse certificates for 1888 to any persons who may have been found unworthy of membership for any cause which was unknown at the time that mem-

bership was first granted. It is not the prerogative nor desire of the committee to withhold the pleasures or privileges of the Assembly from any teacher or friend of education who is socially acceptable and properly recommended, but the committee will use every precaution which may be necessary towards securing a thoroughly select and congenial company of educators and their friends for this large and most delightful annual gathering at the sea-side. The committee cannot consider any new application for membership unless it is accompanied by the recommendation of some county superintendent, who is a Counselor for the Assembly.

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## "BOOK LARNIN'."

BY BILL.

Book larnin' is a jolly thing for the chap what's got the brains
An' the common sense to know it, but it isn't worth the pains
An' chink an' time it takes to get it, if a man don't know the way
To keep it in its proper place, an' use it where it'll pay.

My idee is that if a boy ain't got no common sense,
An' only 'nuff git up about him fer to set 'round on the fence,
It ain't no use to send him off to take a college course,
Fer it jest can't make him better, an' it's bound to make him worse.

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MAKE NO noisy assertions of authority, and do not threaten. Be quiet, but be firm; be dignified, but not distant. Let pupils feel that your friendship is desirable. Talk little, but do what you say you will.

# EDITORIAL.

## TEACHERS' EXAMINATIONS.

The teacher's examination is no test of scholarship. It is frequently the case that one of our best teachers will, owing to some little embarrassment at the time, make but a poor average in an examination, and when such is the case it would be a great wrong to the teacher and to the profession to mark the certificate below the teacher's usual standing. We now have in mind some of the best teachers in the State whose work is in the highest degree creditable to their attainments and faithfulness, but yet we doubt if they could give correct answers at once to all the questions in an average public school examination. Shall their failure to do this put them below other first grade teachers? We do not believe that any right thinking person will answer in the affirmative. Moreover, a school law which requires any first grade teacher who is regularly at work to be re-examined every year is sadly defective, and ought to be amended at once.

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As soon as you read this paragraph please address a postal card to the editor, giving your opinion in the matter of "Federal aid to education."

We would be glad to have each County Superintendent in the State send us two copies of his list of questions used in the examination of teachers applying for certificates to teach.

We commend the strong article by Prof. George T. Winston on the importance of Latin to pupil and teachers. This paper will be followed by suggestions as to "Methods of Study and Teaching," Text-books, &c.

MAJOR S. M. FINGER, our efficient State Superintendent of Public Instruction, is doing much to make his administration successful and the public schools popular. We are glad to notice that he has the fullest and heartiest support of all teachers and friends of education in the State. The admirable addresses which he has been delivering at various places have created a more favorable sentiment in behalf of our school system and a desire to see it improved.

WE WOULD be glad to have from the teachers of the State short articles giving their views upon all matters of interest to the profession. The timely topics are "Federal Aid to Education," the "North Carolina Normal College," "Teachers' Assembly," the "Industrial School," "Teachers' Councils," "Latin and Algebra in the Public Schools," "Nominating School Men for our Legislature," "Teachers' Salaries," and "Teachers' Examinations." These are live subjects and are of great interest to the profession.

IT WAS OUR privilege a few days ago to spend a very pleasant hour with the Goldsboro Graded School and enjoy the excellent work which is being done by the teachers in that institution. A careful examination of the regular exercises in the various grades proved the value of the instruction which is so successfully imparted to the pupils. Profs. Claxton and McIver were in charge in the absence of Superintendent Alderman, and we thank these gentlemen, also their lady associate teachers, for many pleasant courtesies. Also, during the session of the Baptist State Convention recently held in the enterprising little city of Durham we enjoyed a visit to the Graded School under the efficient management of Professor E. W. Kenneday, with a fine faculty of teachers, made up mainly of members of the Teachers' Assembly. The work of this school is in every way creditable, and we trust that our public-spirited neighbors at Durham will soon have a building of which they will be as proud as they justly are of their Graded School.

[For The North Carolina Teacher.]

# COLONEL WM. J. MARTIN, M. A., LL. D.

ACTING PRESIDENT OF DAVIDSON COLLEGE, N. C.

The name that heads this sketch has been a conspicuous one in the educational history of the South for a third of a century. To thousands of old students, scattered in every State of the Union, it will recall scenes of college life at Chapel Hill, Washington and Jefferson College, Penn., and Davidson, and to old soldiers recollections, not, perhaps so pleasant, of Gettysburg, Cold Harbor and Appomattox; for "the Colonel," as his students affectionately term him, proved himself as energetic and capable a leader of men on the battle-field as of college boys in the intellectual contests of the class-room. We present, with pleasure, as a frontispiece, a good portrait of him.

William J. Martin was born in Richmond, Va., on the 11th of December, 1830, and spent his boyhood and youth in that city. In 1851 he entered the University of Virginia, the intellectual Mecca to which every true Virginian makes his pilgrimage. The talent and energy which had distinguished him as a boy in the high schools of Richmond soon won most favorable recognition from students and professors, and three years later, while still a student at the University, he was elected to the Chair of Natural Science at Washington College, Pennsylvania. At the advice of his friend and counselor, Dr. McGuffey, himself an *alumnus* of Jefferson College, which has been since incorporated with Washington, Mr. Martin accepted the position, relinquished his studies at the University, though within a few months of his degree of Master of Arts, and entered upon the duties of his new field of labor.

In 1856 he was married to Miss McCoy, of Warrenton, Va. His work at Washington College was attended with such growing reputation and influence that in 1858 he was elected to the Chair of Chemistry at the University of North Carolina. Chapel Hill was then at the zenith of her *ante-bellum* prosperity and

influence. Her halls were thronged with nearly half a thousand students, and the popular young professor, lecturing to classes of over a hundred, found himself amid congenial surroundings.

Here he remained, with steadily increasing influence and reputation, till the tumultuous days of '61, when North Carolina linked her fortunes with the cause of the newly-formed Confederacy and called for volunteers. With characteristic energy and promptitude, Prof. Martin obtained leave of absence from the University and raised a company of volunteers in Orange county, which was organized into the 28th N. C. Regiment, under General Lane.

After serving in the eastern part of North Carolina, around Wilmington, Kinston and Goldsboro, for several months Major Martin was elected Lieutenant-Colonel of the 11th N. C. Regiment, known throughout the army as the "Bethel Regiment," from the fact that it drew the first blood of the war at Bethel. The 11th served in Eastern North Carolina and on the Blackwater in Virginia, in detached service, till 1863, when it was incorporated into the Army of Northern Virginia, forming part of Pettigrew's Brigade, Heth's Division, A. P. Hill's Corps. Before leaving North Carolina, Colonel Martin was married to Miss Costin, of Wilmington, having lost his first wife five years before.

From this time till the close of the war the 11th Regiment took an active part in every one of that long series of battles, including Fredericksburg, Gettysburg, Bristow Station, the Wilderness, Spotsylvania Court House, Cold Harbor, the conflicts around Petersburg, and a score of others, which immortalized the Army of Northern Virginia. After the battle of Gettysburg, Colonel Leventhorpe was withdrawn to take command of a brigade of State troops in North Carolina, and Lieutenant-Colonel Martin was promoted to the colonelcy of the regiment. Four times after this he was wounded at the head of his regiment; twice very severely, at Bristow Station and Petersburg; once slightly while charging the breastworks at Reams' Station, and again at Spotsylvania Court House.

In '65 the lines at Petersburg were broken, and in April Colonel Martin, with the remnant of the gallant army with which he and his regiment had so long been identified, gave up his sword at Appomattox and returned to the work which he had left four years before.

Chapel Hill had been financially ruined by the war. Its whole endowment was swept away, and it soon became painfully evident that the corps of professors could not obtain the barest living from the tuition fees of the students. After a faithful trial of the matter for two years Prof. Martin, anticipating the speedy closing of the institution, resigned his position and founded the Columbian High School, at Columbia, Tenn. The growth of the school in numbers and reputation during the three years of his stay in Columbia was phenomenal, and financially the venture was a brilliant success.

In June, 1869, he was elected by the trustees of Davidson College to the Chair of Chemistry in that institution. The election was accepted on condition that the trustees allow him a year longer at Columbia. The proposition was readily agreed to, and in September, 1870, the professor-elect arrived at Davidson College and took charge of the department of Chemistry.

Many reforms in the chemical course were soon brought about by his zeal and wisdom. The expensive chemical laboratory and work-rooms had been built and fitted up for the exclusive use of the professor in charge. The students only "saw the experiments," and the regular course was one year in theoretical chemistry. In a few years an abundantly furnished working laboratory was prepared for practical chemistry and another year added to the course. Since then still further improvements have been made, and the regular undergraduate course in chemistry occupies three years.

In 1858, while at Washington College, Penn., the Columbian University, of Washington, D. C., conferred upon him the degree of M. A., and in 1887 he received the degree of LL. D. from Hampden-Sidney College, Va. At the reorganization of the University of North Carolina in 1875 he was urged to accept

his old position in her corps of professors, but steadfastly refused. In 1883 he was formally elected to the Chair of Chemistry there, and again every inducement to abandon his chosen field of labor failed. Fortunately for the college with which he is identified, Colonel Martin is devoted, heart and soul, to her interests and welfare. Since entering upon his work at Davidson, invitations to other and often more lucrative positions, in five universities (within the writer's knowledge) and a half-dozen colleges, have been persistently declined. In 1887, when ill-health compelled the President of the college, Dr. Luther McKinnon, to withdraw temporarily from the duties of his position, Prof. Martin was elected acting President for the ensuing year, a position for which his eminent administrative ability peculiarly qualifies him.

Though a chemist by profession, Colonel Martin has not restricted his studies to his own department. Few mineralogists in the South are his equals, and for many years he has been a diligent student of geology and botany. With a charming family and a wife who is an ideal hostess, his home is the centre of Davidson society, and noted far and wide for its generous hospitality. Wherever Colonel Martin is known his name is a synonym of manly courtesy and honor, of fidelity to duty and unbending integrity in all matters, public and private, and of the highest type of intellectual culture. Though a scientist of wide reputation, he is a thoroughly evangelical, pious, consecrated follower of the Saviour, and the influence of his Christian life upon the moral character of the students under his charge is as deep and lasting as that of his lectures in the classroom on their intellectual development. It is not often that one has the pleasant duty of sketching a life and character so strong and symmetrical, so eminently worthy of praise and imitation.

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THE CHILDREN of to-day will be the architects of our country's destiny in 1900.—*Garfield.*

# ABOUT OUR TEACHERS.

Bingham School has 110 pupils.

Mr. J. A. Cline is teaching at Dealsville.

Miss Rena Boyd is teaching at McFarlan.

Miss Sallie Betts is teaching at Trenton.

Miss Lettie Brown is teaching at Ashford.

Mr. W. L. Faris is teaching at Glen Alpine.

Miss Addie Webb is teaching at Wadesboro.

Miss Lulie A. Speed is teaching at Tarboro.

Mrs. A. G. Thornton is teaching at Hickory.

Mr. James F. Brower is teaching at Denver.

Miss Ida T. Frost is teaching at Jarvisburgh.

Mr. J. M. Campbell is teaching near Denton.

Miss Maggie F. Davis is teaching at Shannon.

Miss Jennie O. Grady is teaching at Mangum.

Miss M. Anna Brown is teaching at Beulaville.

Miss Jessie O. Jones is teaching at Rich Square.

Miss Verlester Rhodes is teaching at Durham.

Mr. A. C. Patton has a good school at Carbonton.

Miss Ida Campbell is teaching near Blue's Crossing.

Miss Dora R. Andrews is teaching near Chapel Hill.

Miss Eva L. Williams is teaching at Mackey's Ferry.

Mr. J. M. Life is principal of Trap Hill High School.

Capt. H. S. Lee is teaching at Pink Hill, Lenoir county.

Miss Clara Ivy is teaching at Eagle Mills, Iredell county.

Monroe High School has nearly 70 pupils in attendance.

Miss Lena Hall is teaching at Maywood, Alamance county.

Mr. H. B. Ray is teaching at Barnardsville, Buncombe county.

Mr. Presley Shepherd is teaching at Gap Creek, Ashe county.

Mr. A. M. Gentry is teaching at Piney Creek, Alleghany county.

Miss Bettie Brown is in charge of the Washington High School.

Mrs. C. W. Porter is teaching a private school at Swansborough.

Mr. John F. Bradley is teaching at Old Furnace, Gaston county.

Rev. G. W. Hill is teaching near Cherry Grove, Columbus county.

Miss Della E. Cheshire is teaching at Fancy Hill, Iredell county.

Mr. C. W. Mattock is teaching near Swansborough, Onslow county.

Miss Bettie Currie is teaching at Old Hundred, Richmond county.

Miss S. Bettie Cuthrell is teaching at Farmington, Davie county.

Mr. James G. Scott is teaching at Marines Academy, Onslow county.

Mr. Julius I. Foust is principal of Caldwell Institute, Orange county.

Miss Roella M. Davis is teaching near Burlington, Alamance county.

Mr. J. A. Bivens and Mr. J. D. Bivens are teaching in Stanly county.

Mrs. W. F. Mercer is teaching in the old Methodist church at Wilson.

Miss Julia Gay, of Wilson, is teaching at Randleman, Randolph county.

Miss Lucy M. Reeks is teaching near Aurelian Springs, Halifax county.

Mr. F. H. Norcom has a good school at Smith's Chapel, Columbus county.

Miss M. Bessent is teaching at Concord, with an enrollment of 42 pupils.

Miss Alice Eugenia Wilhoit is teaching a home school near Ansonville.

Salem Female Academy has 126 boarding pupils and over 200 in attendance.

Mr. S. M. Rolinson continues teaching at Hatteras, Dare county, this season.

Miss Juliet B. Sutton has a good school near Hutchinson's Store, Wake county.

Miss Hattie Lawrence is principal of Brassfield Academy, Granville county.

Mr. D. G. Wilson is principal of Little River Academy, Cumberland county.

Miss L. Annie Williams has a pleasant school at Lake Landing, Hyde county.

Mr. C. B. Frazelle has a large school at Provow Academy, Onslow county.

Mr. J. W. Sawyer has a large school at New River Academy, Onslow county.

Miss Mary Smith, of Laurinburg, is teaching music in Albemarle High School.

Miss Fannie Kilpatrick has accepted a position in the Kinston Public School.

Miss Marie Albertson has a school at Rosedale, Pasquotank county, of 22 pupils.

Miss Maggie Conigland, late a teacher at Rich Square, is now residing in Raleigh.

Miss Maggie Hearne has accepted a position as teacher in Wilson Collegiate Institute.

Mr. F. P. Hall, a graduate of Davidson College, has opened a school for boys at Edenton.

Rev. D. M. Austin has been chosen Superintendent of Public Instruction for Union county.

Mr. W. O. Dunn will take charge of Cedar Rock Academy, Franklin county, next year.

Mr. H. M. Cates (Wake Forest College) is teaching at New Hill. His school numbers 50.

Prof. J. A. W. Thompson, at Siler, has 141 students in attendance—100 of these being boarders.

Miss E. A. Draughan has been added to the faculty of Judson Female College, Hendersonville.

Mr. D. R. McIver (late of the Lynchburg, Va., schools) is teaching at Forkdale, Moore county.

Miss Nannie Bostic is teaching at Sunshine, Cleveland county, in a new and elegant school-house.

Miss Lizzie Neal, of New Bern, has accepted a position as teacher in Laurinburg High School.

Miss Annie Fulcher, of Staunton, Va., has taken a position as art teacher in Kernersville High School.

Miss Caddie Fulghum, of Goldsboro, has been added to the faculty of Kinston College as art teacher.

The Greensboro Graded School expects to move into its new $14,000 brick building about February 1st.

Prof. P. R. Boggs, late of Wesleyan Female College, Murfreesboro, is now teaching at Modest Town, Virginia.

Mr. N. G. Deal, Miss Emma Ingold and Miss Alice White have charge of the public school at Hickory.

Mr. Silas E. Warren reports the enrollment of Wilson Collegiate Institute as 100 per cent. better than last year.

Mr. George T. Mewborne has charge of the public school at Kinston, and is assisted by Miss Mattie W. Rountree.

Mr. C. N. Hunter, of Raleigh, has accepted the position of principal of the Goldsboro State Colored Normal School.

Miss Mary Kimberly has a good school at Asheville, and we appreciate her kind words in behalf of The Teacher.

Miss C. B. Tucker, of Virginia, late a teacher at Rock Rest Academy, Union county, has taken a school at Monroe.

Mr. S. P. Wilson (University of North Carolina) is principal of Wentworth High School at Rome, Johnston county.

Miss Annie D. Faucette (Peace Institute), of Milton, has accepted a position as teacher in the Kinsey School, LaGrange.

Prof. S. C. Lindsay, of Kernersville High School, has been tendered the principalship of the High Point Classical Institute.

Mr. J. H. Hamilton, of Brevard, is pursuing a course of study in medicine at Vanderbilt University, Nashville, Tennessee.

Mr. J. N. Tillett (University of North Carolina) has accepted the position as principal of the academy at Orlando, Florida.

The Raleigh School Board has decided to establish a training school for teachers under Prof. E. P. Moses, Superintendent.

Miss Mary Anderson is principal of Clinton Female Institute, and is assisted by Mr. Lois Anderson and Miss Eliza T. Graves.

Mrs. E. H. Adams, Miss Fannie Adams and Miss Sallie Ellis have a large school in the old graded school building at Wilson.

Prof. L. D. Bagley, President of Littleton Female Academy, writes that he has a large school and has been forced to enlarge his faculty.

Mr. T. M. Robertson, Principal of Liberty Academy, Randolph county, has been compelled by failing health to retire from the school-room.

Miss Laura Montgomery, late of the Raleigh Graded School, has accepted a position as teacher in the city schools of Troy, Alabama.

Miss Willie Ashe, Miss Kate Fuller and Miss Myrtle Branson have been added to the faculty of the Raleigh Centennial Graded School.

Mr. H. E. Thompson, of Moore county, a graduate of our University (1883), has been elected principal of a flourishing high school in Tennessee.

Mr. Julius Hathcock, of Stanly county, has been elected a teacher in the preparatory department of Trinity College. He graduated at Trinity in 1887.

Miss Nettie A. Farnsworth, of Pennsylvania, a full graduate of Cambridge Conservatory, has accepted the position as music teacher at Oak Ridge Institute.

Mr. L. A. Williams, late of Franklin, Macon county, has charge of the Edenton Graded School, and is assisted by Mr. R. F. Cheshire and Miss M. Thompson.

Mr. Gaines, a graduate of a South Carolina college, is teaching at Cuba, Rutherford county, where a large and well arranged house has been erected for the school.

Prof. E. McK. Goodwin, who spent his summer vacation in North Carolina, has returned to his work in the Iowa Institution for the Deaf and Dumb at Council Bluffs.

Rev. J. H. Couch has resigned as principal of Hector's Creek Academy to take a school at Lillington, Harnett county, and Mr. H. Y. Smith has become principal.

Rev. O. L. Stringfield reports Wakefield Academy as in a most flourishing condition. Miss Irene Cartwright, of Virginia, is in charge of the music department and has about 40 music scholars.

Mr. W. E. Mewborn, Principal of Farmville Seminary, writes that he has a flourishing school. Miss Maggie W. Smith has charge of the primary department and Miss Louise M. Daniel the music.

Mr. C. A. Smith, Principal of Selma Academy, is making the school very popular and successful. Miss Florence Moore is in charge of the primary department. Several families have recently moved to Selma to secure advantages of the school.

Miss Minnie Royal, of Goldsboro, has accepted a position as music teacher in the Franklin (Tennessee) Seminary. She has just completed a thorough course of vocal training in New York and Boston.

The officers for Johnston County Teachers' Association for 1888 are D. L. Ellis, President; B. W. Hatcher, 1st Vice-President; I. T. Turlington, 2d Vice-President; C. A. Smith, Secretary. Meets last Saturday in January, 1888, at Selma.

Prof. D. L. Ellis, the accomplished principal of Glenwood School, Johnston county, will open a high school at Dunn, Harnett county, January 2d. He will be assisted by Miss Katie S. McDonald (Peace Institute) in music, art and modern languages.

The schools in Hickory, Catawba county, are better patronized than ever before. Prof. Meade, of Highland Academy, has 32; Prof. Hottenstein, of Claremont, 45; Mrs. Thurston, 37, and the free school, under Prof. Deal and Misses Ingold and White, numbers 140.

## TEACHERS' BUREAU.

[☞The North Carolina Teacher will recommend all applicants mentioned in this department, and letters answering any announcement may be addressed care of The Teacher and they will be promptly forwarded. We desire to aid every teacher in securing a good situation, and no charge is made for the insertion of notices in this department.]

### POSITIONS WANTED.

120. A young lady desires a situation as teacher, either in a private family, assistant in some seminary, or to take charge of a neighborhood or village school. Has had three years' experience, and can teach all the ordinary English branches, algebra, elementary Latin and music, the latter a specialty. Terms very reasonable. References exchanged. Address Miss Lucy M. Galloway, care Sam Smith & Co., Reidsville, N. C.

121. A young lady with three years' experience wants a position in a public or private school. Can furnish best of references. Can teach English and Latin and is a member of the Teachers' Assembly. Address Miss Katie M. Hart, Hilliardston, N. C.

122. A lady of experience desires a situation in a private family or will assist in a school or take a public school. She wishes to begin in January, 1888. Good references given.

TEACHERS WANTED.

A lady to teach music and English branches in a Baptist family. Address Mr. B. F. Moss, Littleton, N. C.

A gentleman of experience as a teacher is wanted as principal of a high school in a fine community. Address Mr. J. B. Carver, Sherwood, N. C.

Two good, first class teachers, a male and a female, are wanted to take charge of a new academy with very bright prospects. Address, at once, Mr. J. D. Hodges, Jerusalem, N. C.

## CUPID AMONG THE TEACHERS.

'Tis said that "figures never lie,"
That one and one are always TWO;
But Cupid proves, with work so sly,
Some wondrous things that figures do.
And when he claims a teacher's hand
All rules of figures then are done,
Though TWO before the preacher stand
This one and one are ALWAYS ONE!

MISS ANNIE N. SORBER, late music teacher in Catawba College, was married on November 16th to MR. GEORGE MCCORKLE, of Newton.

MISS MABEL CLENDENIN, teaching near Graham, was married on November 23d to MR. J. F. PETERSON, of Yanceyville, and their home will be Hamer in Caswell county.

MISS FANNIE COX, formerly a teacher in Winston Graded School, but recently teaching at San Antonio, Texas, was married a few days ago to MR. W. H. BELL, and will reside in St. Louis, Missouri.

MISS NANNIE BURWELL, daughter of Prof. John B. Burwell, and a teacher in Peace Institute, Raleigh, was married December 14th to MR. WALTER W. HAY, of Raleigh.

MISS EFFIE E. ROUSE, a teacher in the LaGrange Graded School, was married December 14th to MR. J. Y. JOYNER, formerly a teacher in Winston Graded School, but now a rising young lawyer of Goldsboro.

# CHRISTMAS ∴ CARDS!

WE HAVE A SUPERB LINE OF ALL THE NEWEST DESIGNS IN

# Christmas and New Year Cards

—SPECIALLY SUITABLE AS—

## Souvenirs to Pupils

—IN THE—

## Day-school or Sunday-school.

Prices range from **10 cents to $1.00** per dozen, by mail, post-paid, and they are certain to please.

—WE HAVE ALSO A FULL LINE OF—

## BEAUTIFUL IMPORTED ARTISTIC CARDS

From 25 cents to $5.00 each, and they are the finest in the market. We imported these cards direct from London and Paris manufacturers, and do not believe anything prettier can be had.

## MAKE YOUR SELECTIONS EARLY.

☞Do not delay your orders until the stock is exhausted, for we were compelled to disappoint many customers last season who ordered late.

☞We make special discounts to **teachers**, also to **students** in our **schools** and **colleges**, and give careful attention to all orders by mail.

—ADDRESS—

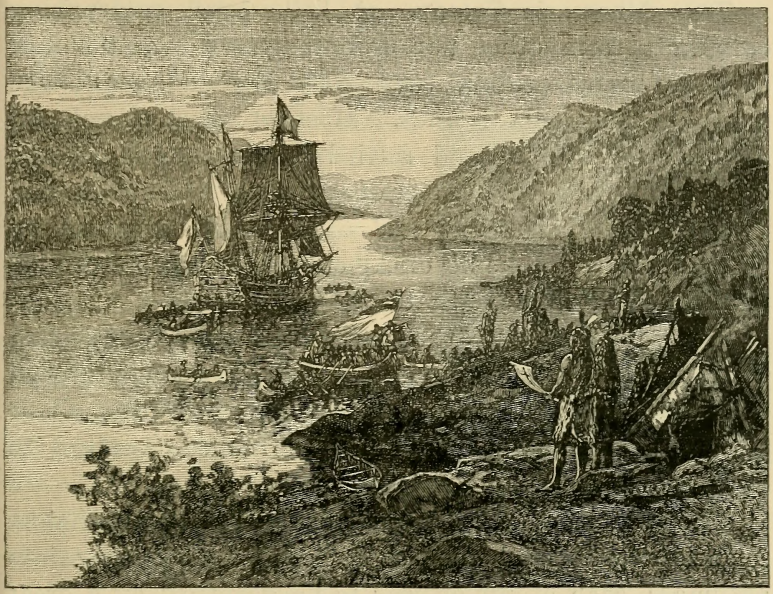
ALFRED WILLIAMS & CO.,

WHOLESALE AND RETAIL

Booksellers and Publishers,

RALEIGH, N. C.

**The First English Settlement** was made by the London Company (1607) at Jamestown, on the James River, in South Virginia. This was the first permanent English settlement in the New World.



HUDSON EXPLORING THE HUDSON RIVER.

A second English settlement was made (1620) by the Pilgrims (or Puritans) at Plymouth, in North Virginia.

**Henry Hudson,** an English sailor, was sent out by the Dutch (1609), to secure some part of America for them. Sailing along the coast from Delaware Bay northward, he entered the harbor of New York, and discovered the

Barnes' Primary History of the United States,

FOR INTERMEDIATE CLASSES.

A specimen copy will be sent to any address for examination on receipt of 60 cents.

poorer planters and laborers of the Virginia Colony, sometimes singly and sometimes in companies, drifted into that wild region (1651) and made rude homes for themselves along the banks of the Chowan River.

**The Albemarle Colony.** — A little later, enterprising emigrants from other parts were attracted to the new country, many coming from New England, and some from the Bermuda Islands. Most of these purchased land of the Indians and settled at the mouth of the Cape Fear River. A number of scattered settlements had thus sprung up (1653), and the country occupied by them received the name of Albemarle. This was the beginning of the present State of North Carolina.

Twelve years after the first settlement (1663), King Charles II., who we remember had given away a good deal of land in America, made a grant of this whole region, which, in his own honor, he called Carolina, to eight of his favorite courtiers.

**The Plans of the Proprietors.** — These proprietors formed a grand scheme for dividing the country into provinces, each of which was to be governed by a great Lord, called a Landgrave. Under these were to be several orders of nobility, and beneath these still knights, freemen, and slaves. The colonists could not all be nobles, and none were willing to be slaves. Accordingly the foolish scheme, so ill suited to a new country, where every man had to work hard for a living, came to nothing. The Albemarle colonists only laughed at it and proceeded to set up a government of their own.

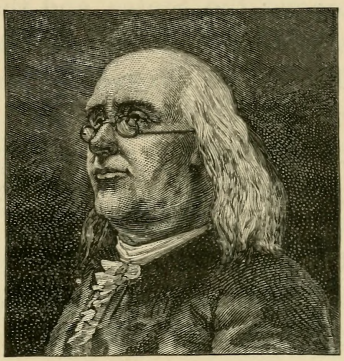
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From RICHARD H. LEWIS, President of Kingston College, N. C.:

"The subject matter is very good, and shows remarkable condensing power in the author."

British agents went among Washington's starving men at Valley Forge and offered them good pay, and plenty of food and clothes, if they would desert; but none of them would listen to the shameful proposal.

**Aid from France** (1778).—A number of able French and German officers came over from Europe to help the Americans; and, in the spring, France made a treaty of alliance with the new nation against England, and sent out a large fleet of ships to assist in the war. These ships did little good; but the British government became alarmed at this turn of affairs and tried to bring the war to an end.



BENJAMIN FRANKLIN.

England offered to set aside all the laws to which the Americans objected, provided they would lay down their arms; but the latter would not now listen to any proposal of the kind.

They had declared themselves free, and nothing but independence would now satisfy them. The British then tried to bribe American generals to betray their country. They offered General Joseph Reed, of Philadelphia, fifty thousand dollars if he would forsake his country's cause. General Reed sent back the noble answer, "I am not worth purchasing; but, such as I am, the King of Great Britain is not rich enough to buy me."

**Progress of the War** (1778).—When the news that

From General HORATIO C. KING, Brooklyn, N. Y.:

"I am especially pleased with the new Primary History, which is remarkably concise and interesting and free from partisan bias."

**Secession of the Southern States** (1860).—Abraham Lincoln was elected in November, 1860; but his term of office did not begin until the following March. As soon as the election was over, several of the Southern States prepared to leave the Union. A great many of the leading men of the South had always held that the Union was not perpetual, but only a league or partnership among the States, and that any State had the right to withdraw from the Union whenever it chose to do so. The people of that section, therefore, believing that the election of Mr. Lincoln was a menace to slavery, now decided to secede and set up a government for themselves.

South Carolina led the movement, and declared herself out of the Union in December. Alabama, Georgia, Florida, Louisiana, Mississippi, and Texas, quickly followed, seizing such forts, arsenals, and navy-yards of the government as were within their respective borders. The other Southern States waited, in the vain hope that the trouble would be settled in some peaceful way.

The States that had passed acts of secession united and formed a government, calling themselves the Confederate States of America. A convention of delegates, or representatives from these States, met at Montgomery, Alabama, and drew up a constitution for the new government, which closely followed that of the United States, except that slavery was forever legalized, and a protective tariff prohibited. They chose Jefferson Davis, of Mississippi, for their President, and Alexander H. Stephens, of Georgia, for Vice-President.

From Prof. G. FULLER, Supt. of Schools, Batavia, N. Y.:

"I hardly see how the book could be improved as a manual to be placed in the hands of children. It is a pleasure to commend so excellent and beautiful a book."

# THE NORTH CAROLINA TEACHER.

VOL. V. RALEIGH, JANUARY, 1888. NO. 5.

EUGENE G. HARRELL, Editor.

## WHAT IS LIFE?

BY HON. R. B. VANCE.

I saw a child with beaming eye
And shining, golden hair,
Who chased in glee a butterfly
From stem to flowr't fair.
"'Tis life," he laughed—the sweet, wee thing—
"To watch its happy flight,
As o'er the mead its radiant wing
Cuts through the mellow light."

A boy stood by of noble form,
And firm, elastic tread,
Whose dreaming look and ardor warm
To all around him said:
"'Tis life to pass this youthful hour
My banner wide unfurled,
And with the strength of manhood's pow'r
Make combat with the world!"

A maiden by the altar knelt,
The true, affianced bride
Of one for whom she deeply felt
Love's holy, blissful tide,
And softly broke her gentle tone
Upon my list'ning ear;
"'Tis life to know he is my own!
Ah! mine alone fore'er!"

Forth from the crowd a hero came,
On prancing, dashing steed,
Who oft amid the battle's flame
Had made his foeman bleed.
"'Tis life," he cried, "to sweep the field,
With keen and flashing blade,
Where man, and horse, and broken shield,
In bloody heaps are laid!"

Then long I gazed on child and boy,
The maiden in her bloom,
And scrutinized the bounding joy
Which gilds the victor's plume;
And queried in my inmost heart,
My soul with feeling rife,
Is this for truth our only part?
Can this, indeed, be "life?"

As thus I stood, an aged man
Went slowly, feebly by,
Whose hoary locks and closing span
Proclaimed the time to die.
"'Tis life," he said, with parting breath,
"To know our sins forgiven,
To gain the victory over death,
That we may live in heaven."

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NATURAL FITNESS for the duties of the teacher should be the first consideration by those intending to enter the profession. No amount of training can compensate for natural deficiencies. Earnest determination to excel may do much to stimulate one on against his natural bent; but when a crisis comes the artificial character so laboriously induced will break down, and the unfitness of the teacher will become apparent to himself and his district.—*W. E. Bellows.*

[For The North Carolina Teacher.]

# "ESSE QUAM VIDERI."

BY REV. J. M. ATKINSON, RALEIGH, N. C.

The only thing we can take into eternity with us is character. Of everything else we are stripped when we die. Our character is what we are. Our reputation is what we are thought to be. The one is the man, the other the dress; the one the essence, the other the form; the one the substance, the other the image, often distorted and unlike. Those most concerned about reputation are often least concerned about character. And it sometimes happens that they who are most concerned about character are least concerned about reputation—*i. e.*, about what other people think and say of them.

*Esse quam videri* is the motto of the upright and sincere, the noble and the true. St. Paul said it was a very small thing with him to be judged of man. Herod, on the contrary, when he saw that the murder of James pleased the Jews, proceeded to take Peter also. Demosthenes said to the Athenians, "I give you not the counsel which is most agreeable, but that which is best and safest." It often happens, too, that the best way in the long run to gain favor is to do right. The most sagacious observer of human life that ever lived tells us, "He that rebuketh a man *afterwards* shall find more favor than he that flattereth with his tongue."

We ought to seek a noble independence of human judgments when they contravene our own sacred convictions and the sovereign authority of truth. The man who yields the most absolute obedience to the least intimation of the Divine will is most free from subservience to the *dicta* of men. In a just and intelligible sense, the individual man—the moral agent—is truly an end to himself. He is primarily to consider his own duty and his whole duty to God and man. In regard to the matter of intellectual education—the unfolding and the perfecting of the powers of the human mind—Sir William Hamilton has said

that the mind is an end to itself—that the prime and main end of study is the unfolding and perfecting of the mind itself—the making as perfect as possible the instrument of thought and action; rendering it as clear as sound, as sagacious as discriminating, and as effective as it may be rendered. He infers thence that those studies are most to be commended and pursued which best train the mind; are the best gymnastic of the mind, render it most vigorous, alert and able.

The secondary advantages of intellectual power and culture—the ability it imparts to better our condition, to make provision for our support, comfort and credit in life—are unquestionably important, but are not the most important, because not the most worthy. This would seem to approach nearer to the doctrine of Plato than to that popularly held among us. If, indeed, it be just, this view is of the most supreme moment in the whole conception and scheme of education, however remote from the reigning spirit of the age—the objects set before us and the practical methods adopted and pursued.

It is an impressive illustration of the manifold wisdom of that ordained system under which we live, that things should be so arranged that while we first take thought for our own intellectual dignity and proficiency we are really taking the best possible course to fit us for extensive and lasting service to others. It is not less remarkable that when we injure ourselves—suffer any moral deterioration—we injure all others in the degree in which they stand related to us. It is more obtrusively evident that when we of set purpose injure another there is an inevitable rebound and return of the injury upon ourselves. So that the conclusion is alike certain and sacred that we should strive to be rather than to seem; to have the substance rather than the show of wisdom and virtue, of truth and worth.

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Hold well to the essential points. Be on guard against diversion from main issues. Know your scheme thoroughly and stick to it.

[For The North Carolina Teacher.]

# RAISE THE STANDARD.

BY G. WALTER DALE, NASHVILLE, TENN.

EDITOR NORTH CAROLINA TEACHER:—Your December number of THE TEACHER is in my hands, and I read therein a plaint from "A County Superintendent," in which he asks an answer to the question, which is an old one, "how shall we weed out incompetency from the ranks?"

The writer has never been a County Superintendent, but he has had a large experience in the general school-room and still more in special teaching. This has always been a vexing question in all educational fields, and it is a fitting one for discussion through your columns.

The County Superintendent is an autocrat in a certain sense, and in him, most of all, must we expect enthusiasm and ambition. Let the head of the profession—which he is in his county—be on the alert, wide-awake and jealous of the standard of his work and he will infuse that same spirit into every teacher worthy of the name. Those who are still insipid and mere sponges of the personal benefits arising from the profession as nominal members—well, cut them off. Let the burden of their lay be,

"My occupation's gone."

This is in the hands of the County Superintendent or Public Examiner. It will never do to permit such fallacious and absurd excuses as those quoted by "A County Superintendent" to affect his judicial character as the public officer. Have a high standard and adhere to it. Let all applicants understand that no personal consideration can affect your ruling, and that your only criterion is their actual exhibition of capability as developed in your examination. There are many young teachers who are honest and earnest, who begin teaching before they are ripely prepared, and who are anxious to excel. These and all good teachers will heartily second the Superintendent in elevating his standard from year to year. The drones will raise a howl, but you must not waver.

By thus gradually raising the scale of requirements and living squarely up to it, you will not only elevate your schools in excellence but will exclude these same objectionable teachers. Here is your remedy. Give your county committees good teachers and they will soon have better buildings. *Good* teachers educate the whole community. What matters it if the teacher is akin to a committeeman if he is elected and can proudly hold an official endorsement from you that is based upon an unbiased examination, upon a properly graduated scale of requirements? The schools of Pennsylvania and Indiana are not surpassed, and the plan of rigid examination is carried out, while annually the standard rises.

If teachers were *required* to attend Institutes, Councils, &c., as we were in Pennsylvania, or forfeit their grades, they would sacrifice something to be there. The good ones would need no such rule, for they would be there at any rate—they love the work. From the tone of "A County Superintendent's" letter we judge he lacks firmness. It is not well to allow any personal excuse, however pathetically brought to bear, to influence our public actions. It is not the purpose of this writer to criticise the gentleman in question, but as he has frankly asked a question we have tried to answer as explicitly as posible.

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[For The North Carolina Teacher.]

## THE COMING TEACHER.

BY ARACHEL.

When this transition period—this passing from the so-called "Old Education" to the so-called "New Education"—shall have passed, what shall we find to be the characteristics of the teacher? In other words, what will the coming teacher be?

Will he have become an iconoclast—a scornful rejecter of everything old and an enthusiastic adopter of everything new? Will he be conservative or radical?

Will he advocate the education of the sexes together, in the same curriculum and in the same institution?

Will he advocate the "Blair Bill"? [We assume that this bill, having gotten into the hands of the officials who control the "circumlocution office," will always hereafter be "*in futuro.*"]

Will he be in favor of a Normal College for and in North Carolina, so that our young and aspiring teachers will not be compelled to take long journeys into Tennessee and spend much money there?

Will he be in favor of increased taxation in order to improve the facilities of our public schools and give them longer terms?

Will he be in favor of more primary and secondary instruction and less so-called "higher education"?

Will he favor Industrial Schools?

Will he adopt fancy studies that do no earthly good, because "the times demand it"?

Will he give more, or less, attention to the moral training of his pupils? In other words, will he look for his reward in this life or in the next?

Will the coming teacher of North Carolinians be a North Carolinian?

Answers requested.

KINSTON, N. C.

## ON THE TRAINING OF GIRLS.

The following is from the *Cornhill Magazine* and probably represents the best opinion in England on the above subject. The idea that "mentally, the powers of women are limited," is rather antiquated here, and it is claimed also that the ability of young women to go through the higher school and college curriculum without injury to their health has been fully demonstrated in this country.

"Did girls get from childhood the same business training as boys, and were it clearly understood in all families that it is no

credit, but rather a discredit, for women to hang helpless on the men instead of doing their own work, and, if necessary, earning their own living, I believe society would not be the worse, but the better, for the change. Men would find out that the more they elevate women the greatest use they get out of them. If, instead of a man working himself to death for his unmarried daughters, and then leaving them ignominiously dependent upon male relations, he educated them to independence, made them able to maintain and to protect themselves, it would save him and them a world of unhappiness. They would cease to be either the rivals—a very hopeless rivalry—or the playthings first and afterward the slaves of men; and become, as was originally intended, their co-mates, equal and yet different, each sex supplying the other's deficiencies and therefore fitted to work together, not apart, for the good of the world. What this work should be individual capacity alone must decide. There are so many things which women cannot do that I think men would be wise as well as just in letting them do whatever they can do.

"As clerks, book-keepers, secretaries, superintendents of hospitals, schools and similar institutions, they would, if properly trained, be quite as capable as men. The oft-repeated cry that thereby they lower the rate of wages and take the bread out of men's mouths is only that of feeble fear. Women must either be maintained or maintain themselves; it is no injury, but a relief, to men, when those to whom Providence has not given the blessed duties of wives and mothers do maintain themselves in any lawful and possible way. So many ways are to them absolutely impossible. They cannot be soldiers, sailors, or enter on any profession which entails violent physical exertion or endurance. Mentally, too, their powers are limited. Exceptional female brains there are, equal to male, but I believe the average young woman would never go through the curriculum of our public schools and colleges without serious harm, especially to that nervous organization which is far more delicate than the average young man, and to the general health which is so important not only to herself but to the next generation."

[For The North Carolina Teacher.]

# THE PRONUNCIATION OF LATIN.

BY PROF. GEORGE T. WINSTON, UNIVERSITY OF NORTH CAROLINA.

Recent attempts to introduce into England and the United States a new pronunciation of Latin have created an interest in the subject out of all proportion to its importance, for the essential advantages of training in Latin are independent of any system of pronunciation. The writer receives twice as many letters of inquiry on this subject as on all others connected with the study of Latin; and not infrequently applicants for admission into the University who cannot translate a simple Latin sentence into correct English exhibit a painful pomposity in pronunciation. Their elocution is not antique, but antic. They mistake sound for sense; and lose the substance of classical training in grasping after its shadow.

It is probable that the true pronunciation of Latin, as used by Cæsar and Cicero, has been discovered by modern scholars. What a miracle!—to revive the dead sounds of a dead language eighteen hundred years after its death! The process by which these sounds are discovered is as fine a specimen of inductive reasoning as may be found in science or philosophy. It would seem utterly impossible for us to know how Cicero pronounced his name; and yet we are as sure of this as of any other fact connected with his existence. This discovery of the ancient pronunciation of Latin has naturally excited to a high degree the imagination of scholars, and has produced a warm and widespread enthusiasm in favor of adopting it all over the world. Within the last twenty years tremendous efforts have been made in England and the United States to secure its introduction and use in the schools, colleges and universities. These efforts have not been successful. Experience has shown that the idea is neither wise nor practical. The true pronunciation of Latin is a legitimate, indeed a charming, study for Latin scholars; but, after the true pronunciation of Latin is established beyond any

doubt or discussion, there remains the practical question, "which pronunciation of Latin is best for all practical purposes in the schools and colleges of English-speaking peoples?" Experience says, in answer to this question, "The English Method."

Scholars have named this new pronunciation the "Roman" (or "Phonetic") Method. It differs from the old or English Method most radically, both in vowel sounds and consonant. It pronounces *c* and *g* always hard; *j* like *y; v* like *w; au* like *ow; ae* like *ai; oe* like *oi; a* like *ah; e* like long *a; i* like *ee; u* like *oo*, &c., &c. To illustrate, it sounds *cecidi* like *kaykeedee; jam* like *yom; acies* like *ahkeeace; visio* like *weeseeo; haud* like *howt*, &c. &c The entire method is so unlike the English pronunciation of Latin as not to be understood by one who has not made a long and diligent study of it with careful and frequent practice. It makes the study of pronunciation a difficult, repulsive and unnecessary prelude to the study of Latin.

We may know how the Romans pronounced Latin without adopting their pronunciation. We may study the Roman styles of dress until we know absolutely the size, texture, color, shape and even the ornamentation and folds of the Roman *toga*, but we need not wear the *toga* or *tunica* or *cothurnus*, while studying about them. The Romans did not pronounce Latin as we do—nor did they write it as we do. It requires an expert to read the letters in the ancient manuscripts. Shall we therefore abandon our style of printing and henceforth print Latin texts only in the style of the ancient manuscripts? Our own language also, as recently as three hundred years ago, was both printed and pronounced differently from the fashion of to-day. In Shakespeare's time Hamlet probably exclaimed "O me prophetic Sowl! meen oonkle!" ("O my prophetic soul! mine uncle!"); but we do not consider it necessary to use this antiquated pronunciation in reading Shakespeare, not even when the play is acted on the stage and the actors try to reproduce to the life the ancient characters. They imitate costume, gesture, countenance, gait and attitude, but not pronunciation.

It has been claimed that American and English scholarship are out of line with European scholarship, and that we should adopt the European pronunciation of Latin. The claim is based upon a mistaken assumption of European uniformity. There is no uniform method of pronouncing Latin in Europe. Each nation pronounces it as it does it own language. An Englishman says *Cicero;* a German, *Tseetsayro;* a Spaniard, *Theethayro;* an Italian, *Cheechayro;* while the immortal orator was probably called *Kikero.* It would be impracticable and unwise for any nation to surrender its own pronunciation of Latin. By so doing it would gain very little and lose a great deal. The labor of learning a new pronunciation is immense, and the labor of keeping up an ideal standard of pronunciation of a dead language is infinite, even were it possible to accomplish the end desired. It is an imposition on each generation of pupils to require the additional labor of learning the new pronunciation. My own experience is that the labor and interest bestowed in this direction are taken away from more profitable subjects of study.

There are special reasons why we should hold to the English pronunciation of Latin. A vast majority of words in our language are derived from the Latin. Their pronunciation is fixed and cannot be changed. How easy and rational to pronounce the Latin word and its English derivative in the same way; vivid and *vividus,* circumjacent and *circumjaceo,* vicinity and *vicinitas,* facile and *facilis,* suspicion and *suspicere,* &c., &c., &c. To give these Latin words and thousands of others a new and strange pronunciation is to weaken the power of the Latin language by making it unfamiliar and more antiquated. One reason why Greek is so little studied in schools of ordinary grade is that its letters and their sounds are unlike English. It is impossible to make Latin seem as remote from us as Greek, but the adoption of the Roman pronunciation would be a step in that direction. All linguistic study, apart from the training which it gives the mind, is to be tested by the contribution it makes to good English scholarship. In this regard the study of

Latin is superior to that of any foreign language. Can any one doubt that the English pronunciation of Latin aids most materially in achieving this result, and that the adoption of the Roman method would greatly diminish the power of Latin training to produce English scholars? Besides the English words derived from Latin, constituting over half our language, there are thousands of Latin words, names, phrases, maxims and quotations, that are really a part of our literary existence, and whose pronunciation is already as fixed as that of English words.

The writer was taught first the English pronunciation and afterwards at college the Roman; as a teacher of Latin he has taught both systems; and his experience both in teaching and in observing pupils prepared for the University from a great variety of schools compels him to say that for all practical purposes, especially in the preparatory training schools, not only is the English pronunciation far the best, but attempts to use other systems are ineffectual, misguiding and detrimental to genuine scholarship, both Latin and English. Almost every student that comes to the University, instructed in the Continental or the Roman method, brings with him his own peculiar system of pronunciation; and occasionally there arrives a magniloquent Freshman, whose weapons of speech, long the wonder and envy of the cross-roads school, seize hold of unresisting and defenceless Latin words and mangle them beyond all resemblance to "anything in Heaven above, or in the earth beneath, or in the water under the earth."

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Object-lessons, giving pupils ideas and thoughts with which they are already familiar, are to be avoided. The interest of a lesson depends very much upon its novelty; and if this element is wanting, there is very little left to create a permanent impression.—*James Johonnot.*

[For The North Carolina Teacher.]

# A VOICE FROM THE PUBLIC SCHOOL.

BY ONE OF THE TEACHERS.

From the limited extent of human knowledge, and different points of view in which the same subject may be comtemplated by different minds, it follows of necessity that a diversity of opinion must be entertained on many subjects of speculation. In whatever manner people are first led to form their opinions they are disposed to defend them with zeal and pertinacity.

All reasoning proceeds by comparisons; and comparisons are necessary to enable us to make a conclusion. People engaged in the active business of life are under the necessity of carrying in their minds a multitude of particulars which are of no further use than to assist them in the daily work of their calling. While they continue their habitual pursuits their thoughts will be successively called up by the objects offered to their senses.

When hearing the Public School System discussed by learned Professors and Boards of Education, we admit it is great in theory, but somewhat wanting in practice. We have text-books adopted by law, without any limit of change of edition the new edition should call in the one of the preceding year. Past events are the same in all times to come—why revise, reprint, and speculate on the incredulity of the public by changing the text-books every year. Where are the parents that will furnish them at forty-seven per cent. above publisher's price? Cheapening of books is one thing we need.

Some of the proceedings of our Boards of Education have paralyzed the cause as "Locke's Grand Model" did the first settling of the State. Our County Board assumed the powers over the school fund, and limited first grade teachers to twenty-five dollars per month! If it is constitutional, why have a committee? It is the latter's business to judge the proficiency of the individual teacher and make the contract. When the salary is exorbitant and beyond reason then let the Board veto the

squandering of the children's money. Poor things! it is small enough by the time it passes all boards and is manipulated by the per cent. due them. The low limit has driven some of the best male teachers into other fields where they can make as much driving a wagon as teaching school—fifteen dollars per month and board is not an extravagant price for a teamster, and then he gets his wages every month the year round; whereas, the teachers with two to four months' school, at thirty to sixty dollars, barely sufficient to furnish books, papers and so on to keep up with the times, even if their friends furnish food and raiment eight months in the year. No man that has energy, enterprise, or an eye to prosperity, will teach in the pubic school. Talk about higher standard of education in teachers! What is the inducement? Woman must teach for the pittance that man will not accept. She must subsist if it is on half a loaf; and again, what would become of the immortal soul of the children if woman did not teach?

The primary school of the present day, with thirty-five pupils, equal to the same in dollars per month, must undergo a change and be submerged into a public school, and swelled out to sixty pupils, and be taught for twenty-five dollars per month! Where is the consistency? Oh! the wisdom of man who makes and executes the laws!

The University has called the men to come and drink of the spring at the fountain-head; but where will the women get a draught? Is it any wonder the Professors at the Teachers' Assembly last summer said that we cracked the voice of the orators in the primary schools? Another Professor said there was too much of the cramming system in the public school. Just there he was mistaken; if any education is thorough, it is that which is obtained in the public school. Think of a child coming into school the first of December for eight or ten successive years, and is asked, "What is a noun?" "The name of a person, place, or thing." "What are the fundamental rules in arithmetic?" "Addition, subtraction, multiplication and division." Then comes the process of cramming that which has

been oozing from the mind for the last ten months. Perhaps they can retain just a little more this year as they are physically larger. After every effort, we sometimes fail to make them discriminate between a *pig pen* and a *writing pen*. We learn by experience that there is as much depending upon material as the working tools.

Think of the vicissitudes that women pass through to reach the coveted money. First, have the preference in the district. Secondly, contract with the committee. Thirdly, get a certificate of moral character from a prominent man. Fourthly, mount the court-house steps to the bar, and stand arrayed like criminals in the presence of the august examiner. Is it any wonder that timid girls and retiring elderly ladies cannot remember whether it was Raleigh, Lawson, Manteo, White, Grenville, De Graffenreid, or Durant, that lost the "silver cup"? Raleigh lost his money, Lawson his life, Manteo his savage nature, White his colony, Grenville lost the cup, De Graffenreid sold his interest, Durant enjoyed his possessions. Hie away to school where we will be watched by "Argus" eyes in the school, and disparaging remarks will reach our ears from abroad. Lastly, put upon oath—for what? The mantua-maker would understand it was odds and ends and empty spools. The cook would think of the larder keys. The laundress would think of soap and starch; but what can the teacher purloin? The children with their books return to their parents, the house and furniture remain the same, while the teacher is out on the charity of the world with seven dollars and a half per month until the next scholastic year.

Oh that the public schools were remunerating or abolished! Where is the man, woman or child who takes interest in them only as they are benefited by the quota due them? We hear nothing about it. Where can we learn? Where are the statistics? Why are they kept under a "bushel" and never make their way into the papers, where they would be seen and read by all? Then we could learn when the teachers, by excess of examinations, will become educated sufficiently to teach with one per year, or say for life. We would learn throughout the State all about the

Councils, Institutes, Normals and the Assembly. What progress has been made in educating the children, elevating society, extending morality, that will lead on to Christianity?

All the series adopted, theories advocated, and methods recommended, unite into one grand system. Explain the multiplicity of means for diffusing knowledge, so much so that the day is not distant when we will not know what we do teach. "Civics" is advanced as something new. Have we forgotten it was the method used by the American Indians ages before "Columbus" crossed the Atlantic Ocean? We have taught "civics" thirty years without knowing it by name or text-book. "Kindergarten" splints and balls for totes, calisthenics for invalids. One says teach "in love"; another says educate the "heart"; a third says develop the muscles and restrain the appetites, and so on, through the category of mind and matter. A live teacher endeavors to teach the whole child, mentally, morally and physically, every member of the body and attribute of the mind, and make them practical as well as scientific with the limited number of books that make their way into the public schools.

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I USE THE following method: A sort of currency called *merits* was established, and every exercise had its value. Every child knew exactly what he was entitled to in ordinary cases; and in extraordinary cases a fair valuation was made. I always exercised the right to do justice in particular cases. Every term it was understood that a certain sum called the merit fund would be distributed among the pupils in proportion to the number of merits each received. Of course, the value of a merit depended upon the total number obtained by all the scholars. If the fund was $10 and the number of merits 60,000—sixty merits would be equal to one cent. This in a pecuniary point of view was next to nothing; and yet it was sufficient to induce every pupil to take good care of his exercises, and led to a more careful attention to the school record.—*Fowle's Teachers' Institute.*

## ABOUT OUR SCHOOLS.

NEWTON FEMALE SEMINARY is in charge of Miss Minnie Willis.

THE WINSTON GRADED SCHOOL has a library of 2,500 volumes.

FINLEY HIGH SCHOOL opened January 16th, with Mr. E. W. Faucette as principal.

CAMPBELL'S CREEK ACADEMY has an enrollment of 27, with Mr. J. L. Butt as principal.

SHELBY PRIMARY SCHOOL has an enrollment of 28, with Miss Loula K. Toms as principal.

ALL THE SCHOOLS in Eastern North Carolina are doing well, notwithstanding the hard times.

NAHUNTA ACADEMY, Wayne county, continues under the supervision of Mr. J. H. Moore.

"THE TEACHER'S ASSEMBLY will have a large delegation from the eastern part of the State."

YANCEY HIGH SCHOOL continues under the skillful management of Mr. J. E. Rheim, Principal.

WILSON HIGH SCHOOL has passed into the hands of Mr. Hamilton McMillan, A. M., as principal.

ASHEVILLE GRADED SCHOOLS opened January 10th, with Professor P. P. Claxton as superintendent.

MOORESBORO HIGH SCHOOL, for males and females, continues under the supervision of Mr. J. B. Philbeck.

ROXBORO ACADEMY opened January 9th with bright prospects. Mr. J. W. Tillett continues as principal.

HATTERAS SCHOOL, Dare county, Mr. S. M. S. Rolinson (Trinity College), Principal, has an enrollment of 47.

MORNING SUN ACADEMY, Wake county, opened January 2d with fine prospects. Mr. A. C Weatherly continues as principal.

Burgaw Select School is in charge of Mrs. J. C. Carrol (*nee* Miss R. E. Wright) and is making good progress.

Morrisville Collegiate Institute is doing good work with Mr. W. A. Whitted (Wake Forest College) as principal.

The Southern Normal, Lexington, is in charge of Mr. J. O. Alderman, Principal, assisted by a full corps of efficient teachers.

Rock Ridge Academy, Wilson county, is in a prosperous condition. Miss Lee Parker has charge of the music department.

Pittsboro Academy opened January 9th under the auspices of Mr. A. B. Hill, Jr., and Miss Anna L. Merritt, with bright prospects.

Edenton Graded School is in charge of Mr. L. A. Williams, with Mrs. R. F. Cheshire and Miss M. A. Thompson as assistants.

Concord High School, Mr. Joseph P. Cook, Principal, has an attendance of 40 pupils and its prospects for a successful term are very bright.

Graham College has opened with exceedingly flattering prospects, having about forty boarding pupils. Rev. W. S. Long, President.

Dalton Institute, Stokes county, opened January 9th with a good attendance. Mr. W. A. Flint is the clever and efficient principal of this school.

The Bingham School is rejoicing in an enrollment of 225 this term, and we congratulate the Major on the continued prosperity of his institution.

Stanhope Academy has passed into the hands of Mr. E. Y. Perry, late principal of Pigeon River High School, who is a teacher of ripe experience.

Hawfield's School, Alamance county, opened its second term on the 9th of January with flattering prospects. Mr. James I. White is principal.

GREENVILLE INSTITUTE opened January 18th with 116 pupils enrolled. Professor John Duckett is principal, assisted by five competent instructors.

SCOTLAND NECK ACADEMY has passed into the hands of Mr. F. H. Manning as principal, Mr. E. E. Hilliard retiring to devote himself to the practice of law.

THE REGULAR BOOKSELLERS of the State will hold a convention at Greensboro or Raleigh on February 22d for organizing a "Booksellers' State Board of Trade."

ROCK REST HIGH SCHOOL, Union county, has been purchased by Mr. H. E. Copple, A. B., who will conduct it in the future. Mrs. J. B. Ashcraft will remain as assistant teacher.

CALDWELL INSTITUTE, a school for both sexes, opened January 9th. Mr. J. I. Foust (University of North Carolina) continues in charge as principal, with a full corps of teachers.

HOLLY GROVE ACADEMY, Davidson county, continues under the skillful management of Rev. W. P. Cline. The sum of $100 has been donated to establish a library for this school.

HON. S. M. FINGER, our State Superintendent, is hard at work on his annual report of the school work of the State. It is expected to be quite an interesting document, and will show a considerable advance along the line.

LIBERTY ACADEMY, Randolph county, has been most fortunate in securing the services of Mr. J. M. Weatherly, late of Jamestown High School, as principal. We regard this as establishing the school on a permanent basis.

KINSTON COLLEGE has finer prospects this term (spring 1888) than ever before. The number now enrolled is 98, with daily additions. The art department, added in the fall term, has contributed much to the value of the school.

THE CARTHAGE ACADEMIC INSTITUTE (a non-denominational school for both sexes) prepares for college or business. Messrs. M. McG. Shields, A. B., and J. F. Cole are principals, and Mrs. Mary C. Bagwell, music teacher.

Selma Academy coutinues its successful career with Mr. C. Alphonzo Smith, A. M. (Davidson College), assisted by Miss Florence Moore (Nashville Normal College) in the primary department, and Mrs. J. K. Howell in music.

Monroe High School, at Monroe, with Mr. J. A. Monroe as principal, and Miss Mattie Gannon as assistant, opened January 9th. This school is enjoying a greater degree of patronage than at any previous time in its history.

Oak Institute, Mooresville, has been fortunate in securing as principal Mr. J. F. Brower. He is a native of Chatham county and a graduate of Trinity College, and has an enviable reputation as a teacher of nine years experience.

Yadkin College, Davidson county, is receiving a large measure of popularity and patronage under the management of Rev. A. R. Morgan, who is well known as a most successful teacher and manager. Sixty-eight now answer roll-call.

High Point Classical Institute has been purchased by Professor S. C. Lindsay, late of Kernersville High School. Professor Lindsay is a graduate of Hampden-Sidney College, and ranks high among the leading teachers of the State.

Oxford Female Seminary is getting to be one of the most popular and successful educational institutions in the State. Professor F. P. Hobgood, the president, has made it a high grade school of special merit, and it is a pleasure to note its prosperity.

Professor J. L. Tomlinson, Superintendent of the Winston Graded Schools, has just organized a Teachers' Training Class which is sure of great usefulness under his excellent management. There should be a class of this kind in every principal town of the State.

Progressive Institute, a preparatory, normal, music and high school for both sexes, is a new candidate for public favor. Mr. D. L. Ellis (Nashville Normal) and Miss Kate S. McDonald (Peace Institute) are the principals. The institute is located at Dunn in Harnett county.

HUNTERSVILLE MALE AND FEMALE ACADEMY, Mr. R. B. Hunter, Principal, has secured the services of Miss Susie E. Wolfe, of Charlotte, who will have charge of the music department. Miss Wolfe is a full graduate of Charlotte Female Institute and is highly recommended as a teacher.

THE GRADED SCHOOL SUPERINTENDENTS of the State held a meeting of their Association at Raleigh during the holidays. The attendance was good, and represented about 11,000 pupils. Professor M. C. S. Noble, of Wilmington, is President, and Professor E. P. Moses, of Raleigh, is Secretary.

JONESBORO HIGH SCHOOL has been placed under the principalship of Rev. R. H. Broom, A. M., a native of Union county and a graduate of Trinity College. He has been actively engaged as a teacher for six years and ranks high as an instructor. The school has an enrollment of nearly 100.

THE RALEIGH GRADED SCHOOLS now have an enrollment of nearly 2,500, which is the largest within their history. The new building for colored children is finished, and now the public school accommodations for the city are completed and are equal to the equipments of any city of the size in the country.

BELVIDERE ACADEMY, one of the oldest institutions of learning in the State, is doing well. Miss Lizzie A. White is principal. Miss White belongs to a family noted as teachers. Her sister, Miss Mary, assists at Belvidere, Miss Addie E. is teaching near Burlington, New Jersey, and Miss Julia S. is teaching at New Garden, Guilford county.

OAK RIDGE INSTITUTE has the largest session it ever had. Over 125 boarding students were present at the opening first week and the register has been increasing daily. Profs. J. A. and M. H. Holt richly deserve the large measure of patronage they are receiving. These gentlemen have just issued the handsomest school catalogue ever published in the State.

GREENSBORO GRADED SCHOOL is being handsomely fitted up with the "New Paragon Desk," the contract having been awarded Messrs. A. Williams & Co., of Raleigh. This firm has already

furnished St. Mary's, Peace Institute, the Raleigh Graded School, Salisbury Graded School, Durham Academy, Dunn High School, Middleburg Academy and many other leading schools in the State.

At the January meeting of the Board of Education of Duplin county it was ordered that schools now in session shall not continue after the first Monday in February unless the average attendance in each during the preceding week and during the remainder of the term shall be at least fifty per cent. of the entire school population of the district; that on or after the first Monday in February no school shall begin and continue unless the average attendance be at least two-thirds of the entire school population of the district; and that in no case shall any school continue hereafter unless the daily sessions be at least six hours. This fact to be reported and sworn to by the teachers in their reports to the County Superintendent.

The Charlotte Graded School now numbers 650 pupils. The work is progressing well. The aim of the school is to have the children think for and depend upon themselves. Their work consequently shows great originality and is comparatively free from mechanism. There is in connection with the school a training class composed of fourteen members. One division of this class meets for an hour every morning under the direction of the superintendent. Several of the High School girls attend the afternoon division which Professor Solterman has charge of. Both divisions are doing most excellent work in psychology and numbers. The Teachers' Library which was begun last spring now contains 547 volumes, and about 250 more volumes will be added shortly. On its shelves can be found, besides the usual school-books, educational and psychological works, books of travel, magazines, &c. The library is a favorite resort and has proved of great benefit and pleasure to both teachers and pupils.

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Always do one thing at a time. Do not permit yourself to get confused and out of patience.

# IN THE SCHOOL-ROOM.

## A NEW YEAR GREETING.

A Happy New Year to all, to-day!
Though winds are blowing and skies are gray,
And snow and icicles fill the air,
While mercury stands—I'll not say where—
And each one's thinking, "Oh, dear! oh, dear!
A *pretty* way to begin the year!"

But I'll change that if you'll kindly wait,
For, if you please, I am '88.

I promise you sun and skies of blue
(And rain and snow-storm and tempest, too).

But it lies with you, I'll whisper here,
To make me a sad or a merry year;
For all the sunshine that's in the sky
Will not bring smiles if you choose to cry,
Nor all the rain that the clouds can hold
Will tarnish a soul that's bright as gold.
And so, whatever your score may be,
Just please remember, and *don't blame me*—
For once again, as I close, I'll state
I am

Yours submissively, '88

—*St. Nicholas.*

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THE SCHOLAR without good breeding is a pedant; the philosopher a cynic; the soldier a brute, and every man disagreeable.

## TO OUR SUBSCRIBERS.

THE TEACHER will give a nice present to the *subscriber* who will send a list of the greatest number of words which can be formed from the letters contained in the name of our journal, "THE NORTH CAROLINA TEACHER." The words which are made must be such as are authorized by Webster's Dictionary, and no letter can be used more times than it appears in the name given. In making the list of words, write with ink, number each word, and sign your name to the list. The award will be made on the 1st day of March. This will be an interesting exercise of your skill in word-making. This offer was made to our subscribers in the December number as a Christmas present, but it did not reach them in time for the holidays, therefore it is renewed.

## THE DAYS OF THE WEEK.

BY MATTIE MCCASLIN.

EXERCISE FOR SEVEN LITTLE GIRLS.

*Each character must wear a crown bearing the name of the day she represents; the one for* SUNDAY *being larger and handsomer than the others. In the centre of the stage an altar marked* "LABOR."

1. MONDAY (*carrying a wash-board*):

I am a very busy day,
I am just after Sunday;
But many people slander me,
And say I am blue Monday.
I play upon an instrument,
If every one would use—
The wash-board good—
They never would
Be troubled with the blues.

2. TUESDAY (*carrying an ironing-board*):

Good-evening, sister, here I am,
And *I* have work to do;
For, though the clothes are nicely washed,
They must be ironed, too.
I starch and iron everything,
And put them all away.
So you will see
That I must be
A very busy day.

3. WEDNESDAY (*carrying a rolling-pin*):

Dear me, I have so much to do!
I must be on my feet.
Though clothes are washed, and ironed, too,
They're never fit to eat.
I make the bread, the cake, the pies,
Doughnuts and cookeys, too;
With flour and spice,
And all things nice,
*I* work as well as you.

4. THURSDAY (*carrying knitting or sewing*):

There's something left for me to do,
Which I will never shirk.
I cut and fit,
And sew and knit,
Such is my daily work.
What children wear
They often tear;
When other work is through,
With nimble thread,
And needle bright,
I make them good as new.

5. FRIDAY (*carrying a broom*):

Some call me an unlucky day;
I don't know why they should,
When oft they turn around and say
That I am Friday Good,
I wipe the doors
And sweep the floors,
The house I overhaul,
To pave the way
For Saturday, the busiest of all.

6. SATURDAY (*carrying wooden pail and scrubbing-brush*):

I am the biggest work-day,
I make things splash and splatter,
With scour and scrub,
And a rub-a-dub,
On floor and tin and platter.
But I must make things nice and clean
For our dear sister-guest,
The Sabbath day, of all the rest
The sweetest and the best.

7. SUNDAY (*carrying an open Bible, passes slowly before all the days, beginning with* SATURDAY, *and then stands at the head beside Monday*):

My sisters, dear, you all are here,
Each in your proper space.
The last shall yet be first, you know,
And so I take my place.
On Sabbath day
No work or play
Should lure us from the duty
Of serving Him who made this earth,
So full of life and beauty.

*Beginning with* SATURDAY, *they approach the altar of* LABOR, *one by one, and lay their emblems upon it, the open* BIBLE *on top. They then join hands and circle slowly around the altar, singing to the tune of "Home, Sweet Home."*

We come one by one
With our duties so plain,
And when we are gone
We will ne'er come again.
Improve then each moment,
Each hour, each day;
For slowly but surely
We're passing away.

*They retire, one by one, beginning with* SATURDAY, *still singing softly the chorus:*

Each day, passing away;
For ever and ever we're passing away.

*The music, with organ accompaniment, dies away softly.*

—*Teacher's Institute.*

## THE "DIVIDED RULE."

We think both solutions of the rule problems in October TEACHER incorrect. The following we think correct:

Let 1=shorter, $1\frac{1}{3}$=longer; then $2\frac{1}{3}=\frac{7}{3}=12$ inches, $\frac{7}{3}=12$ inches, $\frac{1}{3}=\frac{1}{7}$ of $12=\frac{12}{7}$ inches; then $1=\frac{3}{3}=3\times\frac{12}{7}=\frac{36}{7}=5\frac{1}{7}$ the shorter; then $12-5\frac{1}{7}=6\frac{6}{7}$ its longer end. This $6\frac{6}{7}$ is $\frac{1}{3}$ longer than $5\frac{1}{7}$.

N. S. S.

LEAKSVILLE, N. C.

THE MAN who makes your knuckles snap,
And says "I'm glad to meet you,"
Is very frequently a chap
Who'll readily forget you.

## A LIST OF OUR PRESIDENTS.

Come, young folks all, and learn my rhyme
Writ like the ones of olden time.
For linked together, name to name,
The whole a surer place will claim;
And firmly in your mind shall stand
The names of those who've ruled our land.
A noble list: George Washington,
John Adams, Thomas Jefferson,
James Madison and James Monroe,
John Quincy Adams—and below
Comes Andrew Jackson in his turn;
Martin Van Buren next we learn.
Then William Henry Harrison
Whom soon John Tyler followed on.
And after Tyler, James K. Polk;
Then Zachary Taylor ruled the folk
Till death. Then Millard Fillmore came;
And Franklin Pierce we next must name,
And James Buchanan then appears,
Then Abraham Lincoln through those years
Of war. And when his life was lost
'Twas Andrew Johnson filled his post,
Then U. S. Grant and R. B. Hayes,
And James A. Garfield each had place,
And Chester Arthur—and my rhyme
Ends now in Grover Cleveland's time.

—*Wide Awake.*

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Be not false, unkind or cruel;
Banish evil words or strife;
Thus shall each day be a jewel
Strung upon thy thread of life.

## WHAT SMALL THINGS MAY DO.

The smallest crust may save a human life;
The smallest act may lead to human strife;
The smallest touch may cause the body pain;
The smallest spark may fire a field of grain;
The smallest deed may tell the truly brave;
The smallest skill may serve a life to save;
The smallest drop the thirsty may relieve;
The slightest shock may make a heart to grieve.
Naught is so small that it may not contain
The rose of pleasure or the thorn of pain.

## THE "ROBINSON EXAMPLE."

Among the solutions offered to the example from Robinson's Arithmetic are several that are incorrect.

The offer was purposely limited to a strictly arithmetical solution. That of Mr. T. C. Brooks seems to us the best. Those of L. A. Williamson, Centreville Academy, Johnson's Mills, and Mr. J. D. Miller, Raleigh, are very clearly stated. Rev. G. W. Greene, Moravian Falls, sent a solution that savors of algebra. R. J. P. worked out the answer, but his method is not strictly mathematical; nor is D. R. McN's. A gentleman from Jamestown sends a solution that is purely algebraic. So also is Miss L. L.'s and Mr. Z. V. P.'s.

We suggest the following as the true arithmetical solution:

If 15 days of A's work and 8 days of B's work are worth $61, then 6 days of A's work and $3\frac{1}{5}$ days of B's work are worth $\$24\frac{2}{5}$; for by proportion (an arithmetical process) $15:6::8:3\frac{1}{5}::61:24\frac{2}{5}$. If 6 days of A's work and $3\frac{1}{5}$ of B's are worth $\$24\frac{2}{5}$, and 6 days of A's and 10 of B's are worth $38, then $6\frac{4}{5}$ days of B's work must be worth $\$13\frac{3}{5}$; and for one day's work B receives $2. It is easy to see that A receives $3 a day for his work.

Although the offer was to send but one copy, we shall send the *News and Observer* to all whose names we have mentioned.

NEWS AND OBSERVER.

[We also give the problem as solved by Mr. T. C. Brooks, Ellerbe Springs, N. C.—EDITOR.]

If the ratio of time in the first part of the proposition had been maintained in the second part we would have $15:8::6=8\times6\div15=3\frac{1}{5}$ days, 6 days and $3\frac{1}{5}$ days. In this case the amount of money received would have been $\frac{6}{15}$ or $\frac{2}{5}$ of $61=\$24\frac{2}{5}$. On the contrary, however, it is 10 days rather than $3\frac{1}{5}$ days, and \$38 instead of $\$24\frac{2}{5}$. The difference in dollars must be due to the altered ratio of days. In other words, one man earns $\$38-\$24\frac{2}{5}=\$13\frac{3}{5}$ in 10 days—$3\frac{1}{5}$ days$=6\frac{2}{5}$ days. If he earns $\$13\frac{3}{5}$ in $6\frac{2}{5}$ days, in 1 day he will earn $13\frac{3}{5}\div6\frac{2}{5}=\$2$ per day. And in 8 days he will earn \$16; in 10 days, \$20. Total, $16+20=\$36$. Therefore, the other man must have earned $45\div15=\$3$ per day, or aggregate $61+38-36=\$63$.

## SOMETHING TO THINK ABOUT.

"The great public schools
May their influence spread,
Till statesmen use grammar
And dunces are dead!
Till no one dare say,
In this land of the free,
'I done' for 'I did,'
Or 'it's her' for 'it's she.'"

TEACHING PUPILS to draw their own conclusions properly stands above almost any other consideration.

[For The North Carolina Teacher.]

## TRUE BEAUTY.

BY MISS MARTHA MILLS, THOMASVILLE, N. C.

Not in symmetry of feature,
Azure eyes or golden hair;
Not in gracefulness of manner,
Not in vestment rich and rare.

Inward purity and neatness
Dwell not often far apart,
And the thoughtfulness of manner
Proves unselfishness of heart.

But in brave and kind expression,
In the shine of soul that's there,
Lies the highest, noblest beauty,
Giving pleasure everywhere.

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"It occurred to me that woman, having received from the Creator the same intellectual constitution as man, has the same right as man to intellectual culture and development. I considered that the mothers of a country mould its citizens, determine its institutions and shape its destiny. It has also seemed to me that if woman was properly educated, some new avenues of useful and honorable employment, in entire harmony with the gentleness and modesty of her sex, might be opened to her." So said Matthew Vassar in 1861, when there was not in the world a fully endowed institution for the education of women.

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Encourage the use of books of reference by referring to them frequently yourself.

# OUR TEACHERS' COUNCILS.

The Teachers' Councils are good things and will help on the school work in the way of improving teachers and public sentiment.—Hon. S. M. Finger, Superintendent of Public Instruction.

At your next Council meeting give half an hour to considering this important question: "How can we best secure North Carolinians and friends of education to represent us in the coming Legislature?" This matter is soon to be decided in the nominating conventions throughout the State.

Don't you be discouraged when trying to organize a Teachers' Council in your community because some of your co-laborers appear to be indifferent as to its pleasures and benefits. Go right ahead and bring your teachers together in the Council, and you will soon see your whole county benefited through this influence.

Do you know that *ten* teachers in organized effort are stronger than a *hundred* teachers who have no united plan of work and no special object to accomplish? Do you know that the organized teachers are the enthusiastic and successful ones and those who are sure to attain the best positions in our schools? Therefore, let the watch-word for 1888 be, "A Live Teachers' Council in each North Carolina County."

Have the progressive teachers of your county yet organized a Council? Only *one* active, enterprising and ambitious teacher is necessary to make a beginning towards organization, and others will gladly co-operate in the matter. The Council is not intended for only one class of teachers, but its object is to unite both the public and private teachers and all acceptable friends of education in this admirable plan for mutual enjoyment and improvement.

# NORTH CAROLINA TEACHERS' ASSEMBLY.

EDWIN A. ALDERMAN, Goldsboro, . . . *President.*
D. L. ELLIS, Dunn, . . . . . *Treasurer.*
EUGENE G. HARRELL, Raleigh, . . . *Secretary.*

The fifth annual session will be held at the Atlantic Hotel, Morehead City, N. C., from June 13th to 29th, 1888. The corner-stone of the new Assembly Building will be placed in position on April 2d (Easter Monday).

## WHAT OUR ASSEMBLY IS DOING.

The Teachers' Assembly, although it has grown far beyond the expectations of many people, is steadily accomplishing the results intended by its originator. It is an organization for the purpose of bringing together annually the most enterprising and progressive of our teachers and also a large number of friends who have at present no connection at all with schools. This pleasant annual gathering of two or three thousand persons in a great educational rally under the auspices and leadership of the teachers is creating not only enthusiasm among the profession, but it is building up a stronger sentiment for schools throughout the entire State. When the teachers and their friends were invited to assemble in 1884, at Waynesville, it was in accordance with a definite plan, devised by the Secretary, to ultimately accomplish a certain result in the interest of progressive education in North Carolina. The original objects have been kept prominently in view at each annual meeting, and thus any person in the State, whether teacher or not, has an equal privilege, if socially acceptable, of attending this most delightful gathering for health, rest, recreation and mutual improvement.

THE WORK of remodeling the Atlantic Hotel will begin in a few days, and some very great improvements are planned. The building will be enlarged to the extent of about a hundred new rooms, and the dining-room will be extended over the Sound

some thirty feet, and none of the guests of this very attractive sea-side resort will appreciate this increase of accommodations and enjoyment more than the Teachers' Assembly.

SEND THE annual fee to the Treasurer, Mr. D. L. Ellis, Dunn, North Carolina, and secure the new Certificate for 1888. The Certificates are now ready, and a number of members have already forwarded their fees for this year. Neither the railroad tickets or hotel rates can be obtained without this Certificate of Membership, issued by the Secretary or Treasurer. All new applications for membership should be sent to the Secretary with recommendations from the County Superintendent.

THE EXECUTIVE, PROGRAMME and Membership Committees held a meeting in Raleigh on 27th December and fully arranged the work for the coming session. It was decided that persons who have been members of the Assembly for several years must pay any arrearage of dues which they may owe to the Assembly in order to secure the Certificate for 1888. All new applications for membership will be submitted to the Committee on Membership for approval. The Secretary was instructed to have the Assembly incorporated under the laws of the State so that it could legally hold property. The programme is a very attractive one in every way and will be published soon.

NORTH CAROLINA wants to organize a "State Musical Association" during the next session of the Assembly. The organization is to admit to active membership all professional music teachers in the State, and it is also provided that amateur talent shall be recognized and such persons will be admitted as associate members. An organization such as this will be valuable not only to the musical profession, but also to the entire Assembly, and will afford a vast amount of pleasure to all. A special day will be set apart for the discussion of topics relating to this branch of education, and a grand vocal and instrumental concert will be arranged for the evening. Such a large combination of musical talent and the concord of sweet sounds from so great a variety of instruments and voices will produce a volume of melody surpassing anything ever before heard in our State.

THE CONTRACT for erecting our Assembly Building was awarded on the 11th of January to Messrs. J. A. Wilson & Co., of Wilson's Mills. This excellent building will be one of the handsomest and most complete structures belonging to an educational organization that is to be found in the country; it will stand as a monument to the progressiveness of our North Carolina teachers for all time, and it will be a constant source of pleasure and of pride. The contractors have already begun work on the framing of the building, and it will be ready for placing the corner-stone on the 2d of April with appropriate ceremonies.

## EDUCATION IN MORALS.

It is here fully emphasized that "it takes character to develop character; and a strong, good character, wherever planted, will be a perennial source of good. No matter what daily tasks engage the teacher and his pupils, the contagion of his spirit in the work will reach them. His conscience will be standard for their conscience. His view of right and wrong, of justice and mercy, as exemplified in his daily and hourly acts, will, for the most part, be the views they will have. No dogmatic instruction can surpass in efficiency this practical sort of teaching."

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I HAVE no code providing specific punishments for specific offences. I endeavor to make my pupils all understand what I require of them and why they should meet those requirements, avoiding formal commands as far as possible. I am a firm believer in corporal punishment as a last resort. Direct appeals to the self-respect and pride of pupils are very potent agencies for mitigating many of the annoyances of the school-room; but this life is too short to spend in waiting for such appeals to take effect on some pupils.—*A. B. Copeland.*

# EDITORIAL.

## NORTH CAROLINA MUST LEAD.

North Carolina ought to be the educational *leader* of the Southern States. It should not content us to *follow* any plans or methods of other States, however good they may be, unless we can make some improvement in them. We expect soon to have a State Normal College as some of our sister States now have, but we hope to make ours better and more useful than any of those now existing. North Carolina teachers are more ambitious and progressive than those of any other Southern State, as is proven by their excellent work in the schools, their success in the profession, their admirable Councils, which are thoroughly organizing the whole State for grander achievements, their great Assembly, which, for its age and facilities, already eclipses in magnitude, importance and value, any other educational organization in America; and to-day North Carolina and her teachers are more prominent in the educational mind of our country than are the people of any other State of the Union. We are very proud of this, and we know that our noble State has not yet reached the zenith of her glory. We are also proud of this because the State is beginning to have a higher appreciation of her sons and daughters who are so successfully building up her schools and colleges.

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THE EDITOR is under obligations to Hon. John Nichols, our Member of Congress from the Metropolitan District, for an excellent "Postal Map of North and South Carolina." The scale is eight miles to one inch, the map is a beautiful specimen of fine engraving, and it is as useful as it is beautiful.

We thank our County Superintendents for kindly sending us copies of their examination papers, as was requested in a former number of The Teacher.

Messrs. Alfred Williams & Co., publishers of "Moore's School History of North Carolina," have ascertained that over *two thousand* teachers of the State are now using the book in their schools, and a fair estimate of the classes shows that nearly *ten thousand* boys and girls are studying North Carolina history!

You will find many timely and sensible comments in a "Voice from the Public Schools" in the current number of The Teacher. Our next Legislature will doubtless remedy some of the evils which this correspondent has mentioned. We may shortly have occasion to speak of these things more definitely.

Do not tolerate a careless use of the English language by your pupils. Watch all their conversation while under your charge, and specially do not allow them to say *set* for *sit*, *git* for *get*, *jest* for *just*, *seen* for *saw*, *et* for *ate*, *bile* for *boil*, *hit* for *it*. A very little attention to these things will correct great errors which might cling to a pupil for life.

Whenever a son or daughter of North Carolina goes to Tennessee, or anywhere else, to be trained in the art of teaching our educational strength is weakened. Whenever a son or daughter of North Carolina can secure this training at home, our educational power will be greatly strengthened, and our State will grow in every material and intellectual interest. What shall we do about it?

The salary of the public school teacher should not be reduced on account of a small average attendance, but the committee should endeavor to have the children sent to the school. If there are one hundred children in a district, the committee should see to it that at least eighty of them attend the school. If a district has a comfortable school-house, and secures a good, enthusiastic teacher, there will be no difficulty in keeping up a fair average attendance.

We want to add a thousand new names to our subscription list this year! Nearly every regular teacher in North Carolina is already a reader of The Teacher, and we sincerely thank the profession for such liberal patronage. Every mail is bringing many new subscribers and numbers of renewals with most kind and encouraging words as to the pleasure and benefit they derive from reading The Teacher.

A leading teacher writes that "the very handsome and accurate Cobb's New Map of North Carolina which is hanging on my school-room wall is an indispensable thing of pleasure and instruction to my pupils, and I would not be without it for ten times its cost." Hundreds of other teachers in the State will heartily agree with this statement, and so will every other one who uses the map in his work.

Prof. George T. Winston's second article on Latin will be read with great interest by teachers in the higher schools. This paper argues in favor of the English pronunciation of Latin, and we feel sure that his views are held by all our principal teachers. It may be said, to the credit and honor of the profession in North Carolina, that the harsh, supposed Romanizing of the Latin pronunciation is not often heard in this State.

There are more children in our State now studying the "School History of North Carolina" than ever before. It is difficult to find a boy or girl at this time who does not take an interest in this study. We do not believe the children of any other State are so well informed in the record of their native State as North Carolina children are in North Carolina history. We speak this with great pride in our teachers and in our schools.

North Carolina teachers want to receive their professional training at home. It is humiliating to them to be compelled to go out of this State to acquire proficiency in the art of teaching. We want a Normal College which is in thorough sympathy with our people and their efforts for improvement of their educational facilities. "State pride" is very strong in a North Carolinian's

heart, and nowhere is it more plainly seen than in the matter of education; and we trust that the next Legislature will give its State pride full sway in revising our school laws, and then the Normal College will be the next great movement towards our educational independence.

THE ARTICLE in our December number "About Some Teachers," by a "County Superintendent," has been well received by those officers and awakened considerable interest in the thoughts there suggested. We have some capital articles from other Superintendents continuing the discussion, and they will be published in next issue. These papers will do some good, and they will give considerable spirit to the discussion on "County Superintendents' Day" at the Teachers' Assembly in June.

THE EDITOR acknowledges very pleasant calls from the following well-known teachers during the holidays: Prof. George T. Winston, Dr. W. D Toy, Rev. G. W. Manly, D. D., Profs. E. A. Alderman, J. T. Corlew, M. C. S. Noble, W. A. Blair, Dr. R. H. Lewis, Capt. John Duckett, Dr. Kemp P. Battle, Rev. Thomas Hume, D. D., Rev. Charles E. Taylor, D. D., Mr. D. L. Ellis, Mrs. John A. McDonald, Miss Lottie Harris, Rev. J. M. White, Mr. E. G. Beckwith, Mr. E. B. Lewis, Mr. W. Brooks, Mr. W. J. Ferrell, Miss Irene Cartwright and Prof. N. B. Henry.

WE HAVE some hope for the passage of the "Blair Bill" by Congress. It has already passed the Senate, and the House will soon have the privilege of making its record upon the matter. This measure has been before the American people long enough to see that there is a popular demand for the aid which is proposed, and we do not believe that Congress can act directly against the expressed will of the majority of the people and defeat this bill for Federal aid to education. Many letters have come to us from prominent North Carolina teachers heartily favoring the measure. Our State Superintendent, Hon. S. M. Finger, desires the aid, and most of our State papers and a large majority of our public men favor it; and thus North Carolina is right, as usual, and in line with popular educational sentiment.

PROFESSOR GEORGE T. WINSTON, of our University, by special invitation, addressed the Wake County Teachers' Council, December 11th, on "How to Enjoy a Trip to Europe." The subject was most delightfully presented, and the entire lecture will be long remembered as an exceedingly pleasant literary feast. Although the weather was very inclement there was a good audience, cultured and appreciative, to hear the speaker, and it was pleasant to see among the number present Judges Davis and Merrimon, of the Supreme Court, Judge Shepherd, of the Superior Court, and several other leading professional gentlemen of the Capital City.

DURING THIS new year North Carolina intends to accomplish some big educational work, and to do this the State wants the full co-operation of all her teachers. Shall we have *yours?* We cannot spare the influence and aid of even *one* member of the profession. This work to be accomplished is the aggregated result of many parts, and it means a great step forward for our beloved State, and it shall give her prominence as a leader of her sisters. Among the special work to be done this year in the interest of progressive education is, first, a Teachers' Council is to be established in each county; second, a good Assembly Building is to be erected at Morehead City for the teachers' summer home; third, at least two thousand teachers and friends of education are to be brought into consultation at the Assembly this summer; fourth, a larger attendance is to be secured for the summer Normals than the previous year; fifth, enemies of education must not be nominated for our next Legislature; sixth, we must have a STATE NORMAL COLLEGE for our men and women who are preparing to teach. Now let every North Carolina teacher go to work in earnest, and keep at work; with these definite objects in view, and we shall accomplish all these things for our State.

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WE DEFRAUD ourselves when we do not rise up to the full measure of our ability.

## ABOUT OUR TEACHERS.

Miss Rena Boyd is teaching at McFarlan.

Miss Nora Neal is teaching at Lincolnton.

Miss Ida Chambers is teaching at Graham.

Mr. James I. White is teaching at Mebane.

Miss Acca Warren is teaching at Littleton.

Miss Mamie Wilkins is teaching at Weldon.

Miss Eva Thompson is teaching at Lockville.

Miss Maggie F. Davis is teaching at Shannon.

Miss L. W. Hawkins is teaching at Warrenton.

Mr. E. W. Wilcox is teaching at Rocky Mount.

Miss Ida E. Edwards is teaching at Hookerton.

Miss Sadie M. Erwin is teaching at Morganton.

Miss Hettie M. Hines is teaching at LaGrange.

Miss Carrie Morgan is teaching near Powelton.

Miss Della Cheshire is teaching at Fancy Hill.

Mrs. M. A. Neely is teaching near Clemmonsville.

Miss Constance V. Curtis is teaching at Old Fort.

Mrs. H. J. Carraway continues her school at Halifax.

Mrs. M. J. Willoughby has a good school at Nashville.

Miss S. E. Wester is teaching at Kittrell, Vance county.

Mr. H. S. Lee expects to open a school at Morehead City.

Mr. W. D. Rush is teaching at Marion, McDowell county.

Mrs. E. A. MacRae is teaching at Alma, Robeson county.

Miss L. G. Capehart is teaching at Avoca, Bertie county.

Miss Mary Jordan is teaching at Windsor, Bertie county.

Miss Ida G. Grissom is teaching at Kittrell, Vance county.

Miss Mary T. Barber continues her school at Wilkesboro.

Rev. J. L. Foster is teaching at McCray, Alamance county.

Mrs. A. E. Rockwell has a good school at Southern Pines.

Mrs. Carr Moore is teaching at Townsville, Vance county.

Miss E. Woodward is teaching at Sladesville, Hyde county.

Miss Grace Eaton is teaching at Mocksville, Davie county.

Miss Bettie Clarke has a most successful school at Oxford.

Capt. C. F. Siler is teaching at Farmer's, Randolph county.

Mr. E. H. Baker is teaching the public school at Louisburg.

Mr. W. W. Teague is teaching at Bently, Alexander county.

Miss Lizzie Carper will again teach at Paris, Anson county.

Thompson School, at Siler City, is in a flourishing condition.

Mr. George E. Prince is teaching at Goff, Chatham county.

Miss Nina Hardee is teaching near Institute, Lenoir county.

Miss Emma Blacknall is teaching at Kittrell, Vance county.

Mr. J. M. Byrd is teaching near Buie's Creek, Harnett county.

Miss Sue E. Hogshead is teaching at Carthage, Moore county.

Miss Lucie Clare is teaching a private school at Kernersville.

Miss Kittie Herman is teaching at Snow Hill, Greene county.

Miss Daisy Thompson is teaching at Mebane, Alamance county.

Mr. J. M. Anderson is teaching at Stainback, Alamance county.

Mr. A. M. Gentry is teaching at New River, Alleghany county.

Mr. C. C. Gentry is teaching at Hanging Dog, Cherokee county.

Mr. E. B. Johnson is teaching near Averasboro, Harnett county.

Mr. Riley Johnson is teaching near Lillington, Harnett county.

Miss Hattie Moore Ivey is teaching at Weisner, Iredell county.

Mr. Charles J. Stuart is teaching at Winslow, Harnett county.

Mrs. M. C. Cooper is teaching at Rockingham, Richmond county.

Miss Fannie Buford is teaching at Jarvisburg, Currituck county.

Miss Katie Whitfield is teaching at Ingleside, Franklin county.

Miss Jennie O. Grady is teaching at Mangum, Richmond county.

Mr. W. B. Harris has a good school at Germanton, Stokes county.

Miss Lulie E. Lunsford is teaching at Bynum's, Chatham county.

Miss Jennie Whitley is teaching at Washington, Beaufort county.

Miss Claudia A. Prince is teaching at Idaho, Cumberland county.

Miss Fannie Leathers is teaching at Hunkadora, Durham county.

Miss Lelia L. Whitaker is teaching at Supply, Brunswick county.

Miss Mamie Cutchin is teaching at Whitaker's, Edgecombe county.

Miss Pattie Johnston is teaching at Brinkleyville, Halifax county.

Mr. N. J. Blackwood is teaching at Panther Creek, Yadkin county.

Miss Lizzie Leathers is teaching at South Lowell, Durham county.

Mr. A. M. Rankin is principal of Cheraw Academy, South Carolina.

Mr. L. M. Blue is principal of Mason's Cross Academy, Laurinburg.

Mrs. W. H. Holland is teaching at Bradley's Store, Harnett county.

Mr. John A. Gilmer continues as principal of Morganton Academy.

Mr. D. J. Graham is teaching at Glen Alpine Station, Burke county.

Miss Alice Sholar is teaching at Mr. W. W. Brinkley's, near Neuse.

Miss Kittie Livingston is teaching at Montpelier, Richmond county.

Mr. S. W. Outterbridge is teaching at Robersonville, Martin county.

Mr. George W. Holmes is teaching at Nicholson's, Alamance county.

Mr. D. R. McIver has a flourishing school at Forkdale, Moore county.

Mr. Thomas M. Woody is teaching at Gilmer's Store, Guilford county.

Miss Rachel O. Scarborough is teaching at Bell's Ferry, Pitt county.

Miss Mary B. McKay is teaching at Williams' Mills, Chatham county.

Miss Hattie Lawrence has a good school at Wilton, Granville county.

Elder A. J. Moore has a good school at Whitaker's, Edgecombe county.

Mr. S. G. Marks is teaching at Pleasant Union Academy, Harnett county.

Miss M. W. Halyburton is teaching at Connelly's Springs, Burke county.

Mrs. B. O. Savage is teaching a select school at Palmyra, Halifax county.

Miss Ethel Wicker has a good school at Kingsbury, Cumberland county.

Mr. James C. McMillan has a good school at Teachey's, Duplin county.

Mr. W. R. Gentry is teaching at Peach Bottom, Grayson county, Virginia.

Mr. W. E. Young, of Wake county, has charge of the school at East Durham.

Messrs. Turlington and Davis have a most successful school at Smithfield.

Mr. D. M. Hardy has a good school near LaGrange, with an enrollment of 50.

Mr. W. A. Whitted is teaching at Morrisville, with an enrollment of 70 pupils.

Miss S. Isabel Graves is doing well with her school at Mount Airy, Surry county.

Miss Emily G. Gilliam has a good school at Creedmoor, Granville county.

Mr. John W. Gilliam has a good school at Morton's Store, Alamance county.

Mr. F. B. Brown, A. M., is principal of Enocksville High School, Rowan county.

Miss Mary Lowe, formerly of Newton, is now teaching at Cottondale, Florida.

Mr. J. Newlin Thompson has charge of Bethel Academy, Clover Orchard.

Miss Laura Beard, of Kernersville, will teach elocution at Oak Ridge Institute.

Mr. J. B. Williams took charge of Greene Academy at Snow Hill, January 23d.

Mr. Price Thomas, formerly of New Bern, is now teaching at Union City, Tennessee.

Messrs. Stringfield and Ferrell have a successful school at Wakefield, Wake county.

Mr. John S. Hodgin is principal of Union High School at East Bend, Yadkin county.

Mr. E. Spencer Blackburn is principal of Cove Creek Academy, in Watauga county.

Mr. R. T. Bonner is still at the helm at Aurora Academy, and is making the school a success.

Mr. Arthur Harris is teaching at Buck Mountain Academy, Uwharrie, Montgomery county.

Mrs. Hargrave and Mrs. Barnes will re-open their school at Snow Hill, Greene county.

Miss Jessie A. Albritton, formerly of Wayne county, is now teaching at Rose Hill, Alabama.

Mr. R. H. Freeland, a teacher of large experience, is teaching at Bakersville, Mitchell county.

Miss L. Annie Williams, formerly of Hamilton, is now teaching at Lake Landing, Hyde county.

Mr. Marion Butler continues at the head of Salem High School, at Huntley, Sampson county.

Messrs. J. J. and J. W. Hendren are conducting a flourishing school at Vashti, Alexander county.

Mr. B. F. Hassell, Jr. (Wake Forest College), is in charge of Plymouth Academy, and is doing well.

Miss Lucy Ranes (Oxford Female Seminary) has a good school near Wake Forest, Wake county.

Mr. E. B. Lewis is still principal of Jerusalem High School, Davie county, and doing good work.

Misses Lizzie and Katie McPherson have a good school near Fayetteville, with 50 pupils enrolled.

Mr. W. B. Duck, formerly of Yancey county, is now teaching at Henshaw, Greene county, Tennessee.

Dr. W. B. Harrell, of Salem, has removed to Clayton, and has charge of the public school for that district.

PROF. J. C. MOSER has resigned his position in Concordia College, and will be succeeded by Rev. R. A. Yoder.

MISS HATTIE KENDRICK (Cooper Institute, N. Y.) is in charge of the art department of Gastonia High School.

MR. ZENO H. DIXON, formerly of Alamance county, is principal of Friendsville Academy, Friendsville, Tennessee.

MR. J. T. ALDERMAN (Wake Forest College) is still conducting a successful school at Fork Church, Davie county.

MR. W. L. CROCKER has a very fine school at Cary. He says prospects were never brighter for a prosperous year.

MR. W. V. SAVAGE, of the Raleigh Graded Schools, is President of the "Society of Christian Endeavor" at Raleigh.

MISS MARY LOCKE MCCORKLE has resigned as music teacher in Catawba College and accepted a like position at Wadesboro.

MISS LAURAH WOOD, of Lenoir county, recently shot and killed a deer which had taken refuge in her yard during a chase.

PROFESSORS W. A. and J. J. BLAIR, of Winston Graded School, were each presented with a gold-headed umbrella at Christmas.

MISS AMANDA A. WAGNER is teaching at Moss Hill School-house, near Troutman, Iredell county. She has an enrollment of 30.

REV. B. G. MARSH (Trinity College) has a most successful school at Troy, Montgomery county. He has an enrollment of about 100.

MISS MARY E. WILEY, of Charlotte, and Miss Mary N. Marsh, of Clinton, have been added to the Graded School faculty of Raleigh.

COKESBERRY ACADEMY, Harnett county, is enjoying a prosperous session. Prof. A. L. Plummer (Dartmouth College, N. H.) is principal.

PROFESSOR W. E. MEWBORNE, at Farmville, Pitt county, has placed his school on a solid foundation, and is doing great good for his section.

MISS FLORA A. MCPHERSON is teaching the Israel Hill School, near Carver's Creek Falls, in Cumberland county, and has an enrollment of 35.

MR. E. L. HUGHES, who has so successfully conducted the school at Granite, Caldwell county, has accepted a position in the Reidsville Graded School.

MR. ZEB. V. PEED has a good school at Sandy Plains Academy, Wake county, and has been most fortunate in securing Miss Lottie Harris as assistant.

PROF. E. P. MOSES, Superintendent of Raleigh Graded Schools, was remembered by his teachers at Christmas in the presentation of a handsome art volume.

REV. J. A. CAMPBELL (Wake Forest College) is principal of Buie's Creek Academy, Harnett county. The school numbers 70; Miss Cornelia Pearson is the assistant.

HECTOR CREEK ACADEMY, Harnett county, is under the principalship of Mr. H. Y. Smith, and has opened its fifth session most encouragingly. The enrollment is 50.

MR. W. S. OLIVE is teaching at Olive's Chapel, in Wake county, about three miles from New Hill, and is assisted by Miss C. Wilson. About 30 pupils are enrolled.

MR. E. C. BECKWITH, Principal of Utopian Institute at Clayton, has accepted the position of Assistant Professor of Mathematics in his *alma mater*, Wake Forest College.

DR. CHARLES L. REESE, of the Johns Hopkins University, has accepted the professorship of Chemistry in Wake Forest College, made vacant by the death of Dr. J. R. Duggan.

MR. W. M. BROOKS (University of North Carolina), Principal of Clinton High School, gave us a pleasant call during the holidays. We are pleased to learn his school is doing well.

FARMVILLE SEMINARY, Pitt county, is under the principalship of Mr. W. E. Mewborn, assisted by Miss Maggie W. Smith in the primary department and Miss Louise M. Daniel in music.

MR. W. R. SKINNER will take charge of a school at Pollocksville, Jones county. Mr. E. G. Tyndal will finish the term at Nunn's School-house, Pamlico county, where Mr. Skinner has been teaching.

PROF. J. L. TOMLINSON, Principal of the Winston Graded School, has retired from the editorial chair of the *Schoolteacher*, and that journal will in future be conducted by Messrs. W. A. and J. J. Blair, and will be printed at Baltimore.

## CUPID AMONG THE TEACHERS.

'Tis said that "figures never lie,"
That one and one are always TWO;
But Cupid proves, with work so sly,
Some wondrous things that figures do.
And when he claims a teacher's hand
All rules of figures then are done,
Though TWO before the preacher stand
This one and one are ALWAYS ONE!

MR. W. J. SIMPSON, of Wake county (formerly Perquimans), was married December 20th to MISS M. KATE WIGGS.

MISS REBECCA SMITH was married December 22d to MR. W. D. SHIELDS, both of Scotland Neck.

CAPT. JEFF. DAVIS, of Davis School, was married December 22d to MISS MAMIE GANAWAY, daughter of PROF. GANAWAY, of Trinity College.

Mr. Ed. F. Wakefield, Principal of Wilson Academy, Lenoir, was married December 28th to Miss Sallie Kent.

Prof. R. Houston Broom, Principal of Jonesboro High School, was married December 28th, 1887, to Miss Sue Council, of Bladen county.

Rev. J. M. White, Principal of Holly Springs Institute, was married December 28th to Mrs. Annie L. Thompson, music teacher in same school.

Miss Mary E. Reynolds, a young teacher of Guilford county, was married December 28th, 1887, to Mr. Thomas W. Holden, of Caswell county.

Miss Sallie Jones, of Cary, was married December 29th to Rev. M. A. Smith, of Carthage.

Mr. O. F. Thompson, Principal of the Forest City High School, was married December 29th, 1887, to Miss Addie T. Durham.

Mr. M. McG. Shields, County Superintendent of Moore county and principal of Carthage Academic Institute, was married to Miss Hattie Shaw December 29th, 1887.

Mr. W. C. Allen, of Pantego, was married January 5th, 1888, to Miss Cottie Wilkinson, both teachers.

Miss Nellie L. Dixon, an accomplished young teacher of Greensboro, was married January 16th, 1888, to Mr. J. Gurney Elliott, of Greensboro, North Carolina.

## IN MEMORIAM.

"Death hath made no breach
In love and sympathy, in hope and trust.
No outward sign or sound our ears can reach,
But there's an inward, spiritual speech
That greets us still, though mortal tongue be dust.
It bids us do the work that they laid down—
Take up the song where they broke off the strain;
So, journeying till we reach the heavenly town,
Where are laid up our treasures and our crown,
And our lost, loved ones will be found again."

Mrs. W. H. Holt (*nee* Miss Belle Armstrong, of Wilmington) died at Oak Ridge early in January, 1888.

Dr. James R. Duggan, Professor of Chemistry at Wake Forest College, died January 8th. He was born in Washington county, Georgia, November 14th, 1857; graduated from Mercer College (Georgia) at the age of eighteen; graduated from Jefferson Medical College, Philadelphia, at twenty; abandoned the practice of medicine and graduated from Johns Hopkins University in 1881 with the degree of Ph. D. He was elected Professor of Chemistry in Wake Forest College in June, 1886; married to Miss Janie Pritchard, October 18th, 1887. His remains were taken to Georgia for interment.

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# THE NORTH CAROLINA TEACHER.

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EUGENE G. HARRELL, Editor.

## A LITTLE SCHOLAR.

BY GEORGE COOPER.

While their lessons for the morrow,
All the other children learn,
Oft I see a tiny toddler
With a look of grave concern.
On her lap she spreads a volume,
And a clothes-pin is her pen;
By herself she softly chatters,
"Four and six and two and ten."

In her quiet, little corner,
On her brow a studious frown,
How she pores above those pages—
They are just now upside down—
Till the bee-like droning ceases!
If beg my little wren
For a kiss, I get this answer:
"Four and six and two and ten."

At his very busy playmate
Pussy looks with blinking eyes;
Then she stands him in the corner,
Very much to his surprise;
And she holds the book before him,
Though he mews a protest then.
She is teaching puss his lesson—
"Four and six and two and ten."

In the tranquil hush of bed-time,
When the good-night kisses fall,
From her lonely little corner
My wee scholar then I call;
And I ask how much she loves me—
Press her rose-lips once again;
While she hugs me and she whispers,
"Four and six and two and ten."

—*Harper's Young Folks.*

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[From The North Carolina Teacher.]

## ABOUT NORMAL COLLEGES.

BY GEORGE W. DALE, NASHVILLE, TENN.

On examining the January TEACHER I was much impressed by several things. To begin with, you get out about the newsiest school journal I know of, and evince, together with a high-toned persistency for better educational results, a certain go-ahead disposition in your way of putting things that makes one wonder if THE TEACHER is a reflex of things existing or a motor imparting its force to the general educational machinery. You are assuredly on the right road to secure a Normal College. We are all looking to North Carolina for great developments. We know of your Teachers' Assembly, a proud monument of united progress. In this you certainly take the lead. Add to it the "Insurance" feature and you leave nothing to be desired.

Pennsylvania has twelve Normal School districts, and I think they have each their Normal School. It is a number of years since the writer left his native State, but even in the early '70s the districts were nearly all filled. In the matter of Normal Schools or Colleges, Pennsylvania leads in number, so far as I am informed, and the high standard of her general educational facilities and the excellence of her country schools are solely

attributable to the Normal Colleges, or the work of her professionally trained teachers, which is the same thing.

In Illinois there are two Normal Colleges, thoroughly equipped, besides the celebrated Cook County Normal at Chicago.

Indiana meets the demand in her great State Normal at Terre Haute, and so with the other States north of the Ohio.

There is no dodging this issue: the Normal Training School is a necessity, and without it our schools must be what the bar, pulpit or medicine would be without their professional schools. Think of the matter in this phase, ye sapient law-moulders of the Old North State, and if you would be willing to submit your litigation to shyster lawyers or your diseases to quack doctors, you may be content then to submit your children to the instruction of the untrained teacher. It is of no use to say to us now that *you* did so and so, and your fathers even went to paper-windowed cabin schools, where the pupils received more blows than lessons. We say that will not do now. Because we have ever been barbarians, is it said we must always remain so? Is there one of you, farmers, who reaps his crops with a sickle because his grandfather did? If the reasoning which leads to improvement in one case is good it is also good in the matter of education.

It is needless to display any rhetorical fire-works to illuminate the sentimental side of this question. You all know that it has its beautiful phase. The age is practical, it is progressive, and it seems strange that in this late day of the nineteenth century more than a suggestion is necessary. It is even so, however, that your teachers and school officers—the friends of your educational system—must begin away off in hints so delicately put and by circuitous routes so devious as to almost seem irrelevant, and so lead up by gentle degrees to a popular sentiment that ought to exist in the very air you breath. The proposition is, you need a Normal College—shall you have it? If not, why? Where is the man daring enough to put himself on record against it? What argument can he advance to sustain even the delay of its organization? It is an argument which all men hereafter,

and the best part of men now, must recognize as not only parsimonious, but absurdly ridiculous. You cannot afford it? Do you know we can afford anything, any sacrifice for the sake of our children? We do so in real life in respect to personal and physical comforts, and only neglect education from a habit of slip-shod consideration of its claims. I can conceive no man in politics whose memory can be so detestable and unwholesome as his who casts a vote against any measure leading to a higher and broader culture, and the issue before us stands not only upon its merits, but is so well defined that the man who would oppose it certainly possesses traits disqualifying him for any public trust.

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[For The North Carolina Teacher.]

## TIMELY THOUGHTS.

BY B. F. GRADY, ALBERTSON, N. C.

I have been intending several days to write you a few lines suggested by the many interesting things in THE TEACHER for December.

"About Some Teachers" reveals a state of things all over the country and calls for thought and action by somebody. Perhaps remedies for these evils could be suggested and urged on the Legislature by the combined wisdom of the County Superintendents of the State, if a corporal's guard of them could ever be induced to attend the meetings of the State Association.

"The Study of Latin" is a masterly plea in a nut-shell for an acquaintance with the language of Cæsar, Cicero and Tacitus, and I agree to every word of it; but somehow I am persuaded that if the "irregular and dull faculties of the average mind" could be carried through the grammar and literature of the English language with the same compulsory references to a good lexicon from the start, as is absolutely necessary in the study of Latin, under the guidance of such a teacher as Professor Winston, the results would be almost, if not quite, as valuable. Eng-

lish has never been so taught. You can read English without understanding its inflections or its syntax or the definitions of the words, but you cannot so read Latin. Moreover, the great masters of thought who have enriched the English language and made it the repository of all the wisdom of all the ages, have never been introduced into our schools, and it is impossible to estimate what their influence would be.

Yours are timely and very appropriate suggestions "To County Superintendents," and I regret exceedingly that in my county every effort to organize an association of the teachers has failed. There are two causes of these failures: 1st, there has been ever since 1868 a strong current of opposition to the entire system of public schools, which I believe is now confined to a very narrow channel; and 2d, with only about seven weeks of school, taught by a teacher who is compelled to labor otherwise to support himself, there cannot be much time to devote to associated effort in the direction of improvement. When the school law is so altered as to apportion the entire school fund of the State among the counties *per capita*, instead of requiring each county to educate its own children, I shall expect better results from my efforts to organize a Teachers' Council. Your requests in your "Editorial" should have been attended to before now, but other matters have been in the way.

As to the Blair bill, I am in some doubt. A strict constructionist as I have always been, I am, under ordinary circumstances, opposed to such legislation. But at least one hundred millions of acres of the public lands, belonging in part to North Carolina, have been given to the new States and Territories for educational purposes, while she has received almost nothing. Moreover, the consumers of distilled liquors in North Carolina are shamefully taxed to pay pensions up in Maine where no liquors are drunk and consequently no tax paid—this in defiance of the command of the Constitution that taxation shall be "uniform." With these facts before me, I favor "Federal aid to education."

[For The North Carolina Teacher.]

## "SOME TEACHERS."

BY ANOTHER COUNTY SUPERINTENDENT.

In the December number of THE TEACHER I find a communication from "A County Superintendent," in which he gives my experience better, I dare say, than I can myself. I had cherished the hope that no other County Superintendent had had the troubles complained of to contend with, and for that reason have kept them to myself. Your correspondent asks for a remedy. I will state my plan, which I am confident has resulted in good.

When an applicant comes in to be examined for a certificate and begins with excuses, such as *lack of time for preparation; his entire time having been taken up with other things,* and, of course, *very rusty,* but intends to do better, &c., I simply tell him that he must do better before I can examine him; that unless the *rust* is rubbed off he cannot teach in the public schools; that he will be required to be proficient in the studies named in the school law, and a failure on his part will prevent a certificate from issuing. I am satisfied that by taking this stand good has been accomplished, though some other plan may work as well. If the matter is looked into closely it will be found that County Superintendents are more to blame for this class of teachers than the teachers are themselves. In some instances I have found that those who claim that they have forgotten all they ever knew really never knew but little, and, of course, did not have much to forget, and doubtless every new Superintendent has the same old tale told him.

There can be but one reason why they ever tried school teaching, and that is, the pay received. I have had numbers of such before me, insisting upon an *easy* examination, and in some instances I afterwards learned that they will do nothing else in the interval between the sessions of the public schools but eke out an existence on the pay they received from teaching their last school. I think it high time the County Superintendents were

waking up. Our people want their children educated. They show their earnestness in the matter by submitting uncomplainingly to any law that the Legislature may enact taxing them for that purpose, and it is our duty to spare no pains in our efforts to provide them with good teachers. The standard of scholarship and morals too should be raised sufficiently high to cut off those that take no interest in thier work beyond the *dollar*. It is due the good teachers that something be done whereby they will not be forced in competition with school *keepers*. As it is, their pay is something near the same. If this state of things is allowed to go on we will, after a while, have none worthy the name. A concert of action among those whose duty it is to pass upon the fitness of those desiring to teach in our public schools is the surest and quickest means of accomplishing that object. If we allow ourselves to be led away from our duty, that we owe to the children of this land, by such as *lack of time for preparation*, or *that they have forgotten everything that they ever knew*, or any other excuse whatever, what becomes of the oath we took when we went into office? How is it possible for us to grade an applicant, higher than his examination entitles him? How can we certify that we have thoroughly and fully examined said applicant and find his true grade to be "so and so," when we know that the figures are entirely too high? The responsibilities that rest upon us are by no means light, and we should be particular what we do.

We have plenty of good material; and then, what are our Normal Schools for, if not to furnish good teachers for the rising generation? If we use the means that are in our reach to bring our public schools up to a standard of usefulness that will enlist the favor of our best people, we would have fewer complaints, the burdens of the County Superintendent would be lightened and the children would get the benefit of advantages that they are now strangers to. Improvement should be the order of the day, and if the teachers become enthused it will be easy to go forward. We must give encouragement to the worthy ones, and then we are sure of a starting point. I join your correspondent in ask-

ing for the views of other Superintendents, in the hope that some plan may be mapped out that all can adopt.

In one particular our school law should be amended—it may be, in more than one, but certainly one—it is to do away with the second and third grade teacher, the third in particular. We have had public schools long enough, I think, for our people to look higher. Let the first grade be the only one known, require the applicant to be well advanced, pay a good price and be satisfied with only good work.

Your correspondent complains of committees hiring relatives. I can't see that that is specially wrong, though not necessarily right. The nearest to a remedy that I can suggest is to select the best men possible for committees; and right here comes in another trouble. It is too often the case that our best men will not serve, then we have to keep a sharp lookout and make the best of it we can. Any light that is made to shine on our pathway will not only help us, but the children of our land will get the benefit of it.

[We truly sympathize with our County Superintendents in these troubles of which they complain. We hope that a large number of the Superintendents will attend "County Superintendents' Day" at the Teachers' Assembly in June, and, by full discussion, devise plans for removing some of these difficulties.—EDITOR.]

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I HAVE FOUND to make my pupils work heartily with me and feel that our interests are one is to treat them with uniform courtesy and respect. It takes time and patience before the good results are seen, and I suffer many discouragements and heart-aches, but I do think that little by little it cultivates in them a self-respect, a kindness of feeling, and habits of courtesy toward others which gives a happier atmosphere to the room and stimulates them to better work.—*Anon.*

[For The North Carolina Teacher.]

# "OUR COUNTRY," BY REV. JOSIAH STRONG, D. D.

BY REV. J. M. ATKINSON, D. D., RALEIGH, N. C.

Hardly any book of our time has made such an impression upon our people as this. Nor is the strength of the impression due to anything foreign to the book itself. Comparatively few of his readers had even heard of the existence of the author before the publication of the small volume which has given him such deserved celebrity. Like Lord Byron, he awoke one morning and found himself famous. The book is evidently written by a Christian man and in a Christian spirit. It is designed to forewarn the country of impending and approaching dangers of an alarming character. The facts alleged will be new to many, if not in their existence, at least in their full proportions and menacing aspect. The statistical details will amaze some, while they cannot but impress all. The writer has special, though not exclusive, regard to our North-western States and Territories as the principal seat of the general danger.

The people of the United States, without regard to political opinions or parties, have intelligence enough to put a very high estimate upon their common heritage. On every occasion when there has been a call to testify their love of country the people of all sections have been prompt to respond to the call. If a foreign war were to occur to-morrow this fact would be patent to all the world. Right or wrong, our people have, in the current phrase of the day, the courage of their convictions.

God in history is the great lesson of all time. The history of our country, thus far, has been a grand revelation of God in Providence. Our fathers builded better than they knew, when they formed this government, although they seem to have been deeply impressed with the prospective greatness of their work. It is a part of the moral economy of God that when a great work is to be done the fitting man should be at hand to do it. When in the darkness and silence of the night He called to the youthful prophet the answer came, "Here am I, Lord," and

this answer has been repeated whenever any *real* call has come from God. The Bible heroes, Samson and David, and Judas Maccabæus, after the Old Testament time, were not more clearly marked as the agents of God than the fathers and founders of our own country, Washington, Franklin, Henry and Jefferson.

Much was undoubtedly due to their period and position. They were in their own despite thrust upon thoughts and enterprises in advance of all that had been done or dreamed of by the most sagacious and accomplished masters of political science and practical statesmanship before them. What signalized their work from first to last was the singular conjunction of audacity of thought with practical judgment in the conduct of their most novel and hazardous undertakings. Some of the dangers against which we are especially warned are those arising from indiscriminate foreign immigration. This country properly belongs to the descendants of the earlier settlers who made it. They generously designed it to be hospitable to all worthy immigrants from less favored regions. But they never designed it to be the dumping-ground of Europe; the Botany bay of the whole earth. We are now invaded by a more formidable army than that of the British and Hessians. The privilege of citizenship among us is so cheap and common that it is no longer felt to be an honor. To be valued it should be a prize conferred on merit; not a thing to be indiscriminately bestowed on all comers. Men of principle, men of character, men of intelligence, men whom wise governments would like to retain at home, should be encouraged and permitted to become citizens; to elect our public officers; to choose our legislators; to do their part to form public opinion; in a word, to determine our destiny as a people.

The Know-nothing party was an anachronism. It was born out of due season. It came into existence a generation too soon. The ground it occupied was too narrow for a great and free people to stand on. But there must be some limit to citizenship or our doom as a nation is fixed and certain.

The second peril he mentions is *Socialism*. There was perhaps never before in the history of mankind such an aggregation

of heterogenous elements, of origin, of education, of religion, of previous training in the same country before. The one and only thing common to all is the greedy desire to improve their condition and amass wealth. The several ingredients in the witches' cauldron in Macbeth were not more incongruous and diverse. Released from all the restraints of conscience, from all reverence for authority and all faith in God, they are ripe and ready for any enterprise of guilt and terror.

These perils and evils are made more pressing and dreadful by the vast increase of wealth in a few hands—often ill-gotten and converted into an instrument of tyranny and torture. Additional perils are found in the presence of Mormonism and the prevalence of the saloon.

This is indeed a fearful array of evils and dangers. Still we cannot but think that the tone of the book is unduly pessimistic. Let any one sit down and conjure up all the casualties which may possibly happen to him—think how frail he is and how many hazards he must daily run, and he may die from the fear of death. So let any statesman or patriot imagine every possible mischief and peril to his country, and he may easily believe that the end draweth nigh. But the path of safety lies in the happy mean between undue confidence and unreasoning despondency. Think of the checkered and yet triumphant progress of all the great historic nations, ancient and modern—how they have been beset with dangers—how sometimes they have been apparently on the verge of ruin—and yet how Providence has delivered them! Think of what our own country has already passed through, and how it now survives not in decrepitude, not in decline, not in decay, but erect, undaunted, vigorous and hopeful. But let us know wherein our true safety lies. No amount of law, no amount of intelligence, no military force, can make a people wise, noble, safe and permanent. Nothing but revealed truth, a divine faith, an enlightened conscience and a pure morality—a pure morality founded on truth and faith in the God of truth—can assure the safety and tranquility of a people.

# THE POWER OF SAYING NOTHING.

BY AMELIA E. BARR.

The capacity for saying nothing is a great power. Solomon estimates the man who "uttereth all his mind" as a fool; and there is no doubt that the man who cannot keep his own counsel will let everything else slip through his fingers. It is this power which gives the Scotch their national reputation for being "cannie" and cautious. "They willna tell a lee"; but they will render it next to impossible to discover anything they wish to conceal; and thus they make their ability to keep quiet a positive shield to their every-day life.

In the household this power is better than the gift of tongues in all those little domestic disputes in which not even the soft answer is so good as no answer at all. Again, how gracious is that silence which understands times and seasons, which knows that early in the morning, when all the load of the day lies on the husband's shoulders, even a kind and cheerful man is apt to be preoccupied and quiet. Then even words of endearment do not always "fit the mood"; and a wise wife will know how to refrain from her own little anxieties and worries, will let the breadwinner gather himself together in peace and quietness for the day's struggle, quite sure that as the burden of the day lifts he will remember her forbearance and her peculiar wants in the kindliest manner.

Often, too, there will be days when the burden does not lift; when he will come home at night weary and heavy-laden with business cares and anxieties. Then to compel him to "talk over" silly trifles, or even household plans, the carrying out of which appears to him almost impossible, while grave interests are hanging on the slenderest hopes, is a kind of slow torture which no wife not thoroughly selfish and unreasonable will inflict.

One of the hardest and bitterest trials of domestic silence is keeping quiet and saying nothing under injustice and misapprehension because the good of others demands it. Nevertheless,

we may remember that God rights those who keep silence, and brings out their righteousness as the light and their judgment as the noonday.

There is such a thing in domestic life as holding the tongue out of pure spite; preserving day after day a dogged, sullen silence, impervious to all offers of reconciliation or regret or kindness. Such a condition is one of the gravest spiritual dangers; for the soul is subject to malignant diseases as well as the body, and this is one of them. The man or woman capable of such endurance in evil is possessed by a dumb devil which can be driven out only by the grace of God.

The power of saying nothing in our business life is one whose value it is hard to estimate. We have all heard what Lord Thurlow's awful nod did for his advancement. How many medical reputations have been built up on the ability to look wise and say nothing! The same is true in all professions, for people are sure to give the silent people credit for far more intelligence than they really possess.

On the contrary, many a life is ruined by an open mouth. Pope Pius the Ninth is an example; according to himself, "he never ceased to speak"—lamenting, reproving, complaining he could neither keep his peace nor his pontificate. In this he was the more remarkable, because his predecessors won so much from their ability to say nothing and abide their time; understanding what he failed to understand—that silence may even go with infallibility. A man can hold anything who can hold his tongue, as a general rule. And there will occur to most memories the example of a living man who has held divers high offices by a wise exertion of the same power—justly so, for its very existence in any public man implies a quiet confidence in his own strength.

Even the Bible teaches us, by example as well as precept, the value of this reserve. It has its silences, and they are evidently the result of a divine foresight which foreknew the end from the beginning. Why are we not informed of the exact dates in the great events of Christ's life and of the rise of Christianity? Not because the Apostles were either ignorant or indifferent, but

because God knew the tendency in the heart of man to "observe times," and the new dispensation was to be a spiritual, not a ritualistic, one. Why are the first thirty years of Christ's life sealed up in the divine heart? Go into Catholic churches and houses and see the devout reverence given to the mother and the babe, and we shall understand *why* the cradle was hid behind the cross. The Gospels abound in such thoughtful, touching silences: evidences for our faith that commend themselves with great power to some hearts.

Then by precept and example, and by our own experience and observation, we are continually taught the power of saying nothing; the power of controlling our impatient lips and remembering that in all the strife of life "he that refraineth his lips is wise."

"The age is full of Talkers. Thou
Be silent for the season,
Till slowly ripening facts shall grow
Into a stable reason."

—*Christian Union.*

## SOMETHING TO THINK ABOUT.

The month of February, 1866, was in one respect the most remarkable in the world's history. It had no full moon. January had two full moons, and so had March, but February had none. Do you realize what a rare thing in nature that was? It had not occurred since the time of Washington, nor since the discovery of America, nor since the beginning of the Christian era, nor since the creation of the world. And it will not occur again, according to the computations of astronomers, for—how long do you think?—two and a half millions of years! Was not that truly a wonderful month?—*Golden Days.*

PUNISHMENTS SHOULD be like the old lady's spice in the pickles—"according to taste."—*C. B. Thomas.*

# IN THE SCHOOL-ROOM.

## PEOPLE WILL TALK.

FOR RECITATION.

You may get through the world, but 'twill be very slow,
If you listen to all that is said as you go;
You'll be worried and fretted and kept in a stew,
For meddlesome tongues will have something to do,
For people will talk.

If you are generous and noble, they'll vent out their spleen;
You'll hear some loud hints that you're selfish and mean;
If upright and honest, and fair as the day,
They'll call you a rogue, in a sly, sneaking way,
For people will talk.

And then if you show the least boldness of heart,
Or the least inclination to take your own part,
They'll call you an upstart, conceited and vain—
But keep straight ahead, don't stop to explain,
For people will talk.

If you dress in the fashion, don't hope to escape,
For they criticise then in a different shape;
You're "ahead of your means," or "your tailor's unpaid,"
But mind your own business, there's naught to be made,
For people will talk.

Now the best way to do is to do as you please,
For your mind, if you have one, will then be at ease;
Of course you will meet with all sorts of abuse,
But don't think to stop them; it isn't any use,
For people will talk.

## WHAT WOULD YOU DO?

A subscriber asks information upon the following two questions of table etiquette:

"1. How shall we take sliced, untoasted cheese from the plate—with fingers or fork?

"2. When the plate is passed for food should the knife and fork remain on the plate, or should they be taken off and held in the hand or laid on the table. M."

[THE TEACHER does not claim to be an authority on table manners, and therefore would be pleased to have some other subscriber give "M." the information desired. In the meantime the editor will take the liberty of saying that in the first case he would take the cheese from the plate with a fork, unless it was a very formal dining where cheese and crackers comprised the last course, and in that event the fingers might be used instead of a fork, for there would be finger-bowls with perfumed water to remove the oil and odor from the hands after the meal. In reply to the second question, he would remove the knife and fork from the plate for fear that an awkward servant would drop them upon the nice dress of some guest, or upon the floor. He would either hold them both in his left hand until the return of the plate or would let them rest upon a piece of bread beside his place at the table.]

## A PROBLEM FOR CHILDREN.

A County Superintendent sends the following problem to be solved by a child under ten years of age:

Two knives cost thirty cents. The price of one is equal to the square root of the price of the other. Give analysis.

[We will mail a box of drawing pencils to the boy or girl sending the first correct solution, stating that the problem had been solved without aid from any source.—EDITOR.]

## MORAL TRAINING IN THE PUBLIC SCHOOLS.

The public school affords constant opportunity for the practice of integrity and consideration for others. In these things, as in others, a child learns to do by doing. There is an element of morality in the punctuality required of pupils, which is much needed. So, too, in the systematic arrangement of work, and moving about in an orderly manner. Pupils should be trained to scorn to take unfair advantage of each other, or to hide their own transgressions behind another. The very little child should not be allowed to say, "He made me do it." A sense of honor, which has to be patiently cultivated from feeble germs in some children, should constantly be inculcated. Very early the child may be shown that every right he has also has a corresponding duty arising from the equal right of others.

No child who is absolutely truthful is a coward or a sneak, and is never hopelessly depraved. Prince Hal surprised the wise courtiers by becoming so worthy a king after his wild youth. But he carried truth as a talisman, which prevented the contamination of his dissolute companions penetrating his soul. Had the prince been the liar Falstaff would have made him, the king would have been a different man. I would have "Thou shalt not lie, prevaricate, equivocate, quibble, nor deceive," burned into the head and heart of every child. Every thoughtful teacher knows the manifold forms in which falsehood takes up its abode in the school-room, but few maintain vigilant warfare against the evil. Every recitation should be a lesson in truthfulness. Accuracy of statement can be insisted upon, and good, honest work should be exacted of each pupil.—*Citizen.*

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AFTER WRITING sentences one day the scholars exchanged work for correction. A small boy marked an error, and then at the foot of the paper made the following explanatory note: "He didn't begin Masseychewsits with a caterpilla."

## A STATE NORMAL COLLEGE.

[The following editorial from the *Raleigh Evening Visitor* reflects the rapidly growing sentiment and demand in North Carolina for a "State Normal College." Can any Legislature refuse to respond to "the voice of the people?" We think not.—EDITOR.]

While North Carolina is making such satisfactory progress in all educational matters throughout every section of the State, giving evidence of greater enterprise among our teachers and school officers than is seen in any other Southern State, there yet exists a very great need in our educational system. This need is a "State Normal College" which shall give the highest professional training to the men and women of North Carolina who desire to teach. Such a college should be established by the Legislature as a permanent feature of our public school system, and there seems to be so great a demand for the institution that we have no doubt the next General Assembly will provide the proper machinery for its establishment. With the united influence of the great North Carolina Teachers' Assembly and the State Normal College an impetus will be given to educational work in the State such as has not been seen before. Our contemporary, THE NORTH CAROLINA TEACHER, has been zealously advocating the claims of the Normal College for several years, the plan has the heartiest endorsement of the prominent teachers and the strong support of numbers of our leading public men, and the measure had the unanimous recommendation of the Educational Committee of the Senate in 1887, but on account of the hurry in the closing days of the session, which prevented a full explanation of the bill, it failed to pass. The State is able to provide the college, and thus keep our teachers from going to other States to secure this training.

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AVOID INVIDIOUS comparisons of one child with another.

[For The North Carolina Teacher.]

## WASHINGTON'S BIRTHDAY.

BY A SCHOOL-BOY.

Great father of our country, redeemer of the land,
Who led to glorious victory the Continental band,
'Tis now we meet to honor the day that gave thee birth,
The day that gave America the proudest son of earth.

With swelling hearts we listen to thy exploits great and bold,
And to our ears they are a tale that never shall grow old.
Should e'er the noise of war and strife come booming through the land
The virtues of thy glorious name will stay the tyrant's hand.

You left us noble principles, and while we keep them bright,
By cherishing our liberty, equality, and right,
Thy smile will rest upon us, all troubles to allay,
Until arrives our country to bright and perfect day;
And then loud shouts of triumph shall rise from all the throng,
And praise the greatest of all names—the name of Washington.

## CHILDREN'S LETTERS.

We are glad to know that more of our teachers are instructing their pupils how to write a letter. It is a rare accomplishment to write a good letter, and the art should be practiced from the very earliest school-days. These letters are from some little folks from six to twelve years old, of the primary grade in Leaksville School, and are taught by Mrs. B. W. Ray, wife of the principal. We publish them with pleasure, for the encouragement of other little friends:

DEAR COUSIN:—I want to see you and talk about Christmas. Did Santa Claus bring you many nice things? He brought sister Mattie and me some presents. I believe I enjoyed my pen he gave me most. I wish Christmas would come oftener. Come to see us some Saturday.

Your cousin, FANNIE TAYLOR.

The following letters were addressed to the editor of THE TEACHER:

DEAR SIR:—I do not know you, but have heard of you through my teacher. The old year has come and gone and I am at school again. I like to go to school very well. We have about one hundred pupils in all. There are about thirty-eight in the primary room. It is considered a very fine school. I like to go to school; one reason, because I want to learn, and another, because I have such a sweet teacher. I generally get several hundred on my reports.

I enjoyed Christmas very much. I received many nice presents. The happiest time of all was when Santa Claus visited our Sunday-school, with four fairies, of which I was the queen, and six imps dressed in their gay costumes. They had a bountiful supply of confectioneries for each one of the scholars.

Yours truly, DAISY KING.

I am a very little girl and just commenced my school-days last September and went until Christmas. I haven't been since, but will start right soon, I reckon. I like school very much, but any one would like it if they had my teacher. She is just as good, kind and sweet as she can be.

I enjoyed Christmas very much. Santa Claus brought me some very nice things. The nicest one was a Bible. I appreciated it above all other things. I can tell you, we had a jolly time when Santa Claus visited our Sunday-school. Your truly, MYRTLE KING.

I am a little girl, eight years old, and I am attending the Leaksville Practical High School. We have ninety-nine pupils in our school, and it is in a flourishing condition, which will always be the case when the professor and teachers are as kind and good as ours.

Yours truly, KATIE WILLIAMS.

DEAR SIR:—I have never seen you, though I have heard my teacher speak of you. We have a good school here. I like to go to school very much. I study Swinton's Primer, writing, fourth reader, arithmetic and spelling. I am twelve years of age.

We enjoyed our Christmas very much. We had a very nice Christmas-tree. I got a large scrap-book off of it. As it is nearly bed-time I will close my letter. Your little friend, THERESA HAMPTON.

## ABOUT OUR SCHOOLS.

WAKE FOREST COLLEGE has 215 students enrolled.

THE NEW ACADEMY at Snow Hill, Greene county, is about completed.

GUILFORD HIGH SCHOOL for boys and girls, at McLeansville, is in charge of Mr. J. W. Graham.

WAKEFIELD HIGH SCHOOL, Messrs. Stringfield & Ferrell, principals, has more than 100 pupils.

WAYNESVILLE ACADEMY, Haywood county, is doing good work with Prof. E. J. Robeson as principal.

THE NAME OF THE FRIENDS' SCHOOL at New Garden, Guilford county, is to be changed to Guilford College.

POLKTON ACADEMY, Anson county, is in charge of Mr. John P. Boyd as principal, assisted by Miss Lorena Boyd.

THE TRUSTEES OF LEXINGTON FEMALE SEMINARY have raised a fund for finishing the chapel and furnishing the building.

BUIE'S CREEK ACADEMY, Harnett county, Rev. J. A. Campbell (Wake Forest College), has an enrollment of 61, and is doing good work.

THE WAKE FOREST AID FUND for the education of young men has received a donation of $1,000 from Mr. Julian S. Carr, of Durham.

WINSLOW ACADEMY, Harnett county, is in charge of Mr. Charles J. Stewart, assisted by Mr. A. C. Holloway. The enroll- is 26.

BOSTIC ACADEMY, Richmond county, has an enrollment of 58, and is in a very flourishing condition. Mr. H. H. Pool is the principal.

ELLENBORO HIGH SCHOOL, Rutherford county, has 55 pupils enrolled. Miss Ellen Bostic is principal, and is assisted by Miss Cora Harrill.

THE FLORAL COLLEGE property in Robeson county has been purchased by a joint-stock company, who will re-establish a high school there.

WINSTON GRADED SCHOOL (colored) is in charge of F. M. Martin as principal, assisted by eight teachers. The enrollment has reached 540.

THE ROWAN CATHOLIC SCHOOL property at Hickory has been purchased by the Ohio Lutheran Synod and a Lutheran school will be opened.

OXFORD FEMALE SEMINARY, Prof. F. P. Hobgood (Wake Forest College), President, has greatly improved its faculty and is enjoying a largely increased patronage.

MOORESBORO HIGH SCHOOL, Cleveland county, is in charge of Mr. J. B. Philbeck, assisted by Mr. Seton Green and Mrs. M. A. Houston. The enrollment is 97.

MR. D. L. ELLIS, Treasurer of the Teachers' Assembly, has a very fine school at Dunn. He is receiving the heartiest support of the entire community, and "Progressive Institute" is on a prosperous road.

FREMONT INSTITUTE, Wayne county, is in charge of Capt. W. H. Hand, assisted by Misses J. E. Howell and Addie D. Barnes. The buildings cost over $2,500 and will accommodate 125 pupils. Prospects excellent.

LITTLETON FEMALE COLLEGE, under the presidency of Prof. S. D. Bagley, has grown beyond the most sanguine expectations, the enrollment being 85. Prof. J. C. Meares is in charge of the music department.

HOLT'S SCHOOL, for both sexes, at Burlington (late Company Shops), Alamance county, commenced its spring term January 9th, with 34 pupils. Prof. Jeremiah Holt, the principal, is assisted by Miss Addie Rippie.

PAMLICO MALE AND FEMALE INSTITUTE, at Bayboro, has opened with good prospects. The excellent principal, Mr. Geo. T. Farnell, reports a larger roll and a greater interest in education in his section of the State.

SALEM ACADEMY, at Cedar Cliff, Alamance county, is a school of high grade for males and females. Mr. J. B. Thompson is principal, assisted by Messrs. H. C. Stout and W. A. Smith, and Miss Stella Hogan in the music department.

HIGH POINT CLASSICAL INSTITUTE has an enrollment of 80 pupils and expects one hundred before the close of the session. Prof. S. C. Lindsay (late of Kernersville High School) is principal, and will make the school a success.

ASHEVILLE GRADED SCHOOLS, Prof. P. P. Claxton, Superintendent, has enrolled 500 white and 250 colored children. Ten white and five colored teachers are employed. Arrangements are to be made to accommodate 1,200 pupils.

THE TRUSTEES OF KERNERSVILLE HIGH SCHOOL have elected Mrs. J. L. Jones as teacher for this session. Mr. H. L. Coble (Trinity College), now of Moffitt's Mills, Randolph, has been elected principal, to take charge in August next.

LIBERTY ACADEMY is in charge of Messrs. J. M. Weatherly and F. S. Blair (late of Summerfield High School). The excellent course of instruction and management has greatly added to its numbers, and 120 students now answer roll-call.

LAURINBURG FEMALE INSTITUTE, Richmond county, has opened very encouragingly. It is more prosperous than for a year or two. Mr. J. F. McKinnon is principal, and Miss Ruth McIver (Peace Institute) continues in charge of the music department.

YADKIN COLLEGE HIGH SCHOOL, Davidson county, has an enrollment of 72. Rev. A. R. Morgan is principal, assisted by Miss E. P. Mendenhall, and F. L. McCoy and Miss Lettie McCoy in the music department. The outlook for this school is very good.

KINSEY SCHOOL, for girls and young ladies, at LaGrange, continues its successful career with Mr. Joseph Kinsey as principal; Miss Lula H. Pell (Greensboro College) and Miss Minnie Watson, of Fayettevile, have charge of the music department. Miss Bettie Kinsey (Peace Institute) has charge of the

primary department. Miss Lula K. Whitfield (Staunton, Va.) assists the principal in Latin and Mathematics. Mr. Joseph Kinsey has charge of the boarding department.

ENOCHVILLE HIGH SCHOOL, Rowan county, has an enrollment of 73. Mr. F. B. Brown is principal, assisted by Miss Sallie Barrier in the primary department and Mrs. H. S. Reynolds in music. During the fifth week of this school the average attendance was $72\frac{1}{5}$ out of an enrollment of 73. Who can beat this?

MR. H. S. MALLETT is building up a prosperous school at Morehead City. He has recently organized a very interesting and beneficial "Debating Society," composed of the members of his school and citizens of the community. The society has some entirely new features which add greatly to its pleasures and benefits.

GREENSBORO GRADED SCHOOL has moved into its new and handsomely furnished building. Prof. R. A. Foard is superintendent, and the teachers are: Mr. S. C. Smith, Misses Sallie Brent, Annie Scales, Mamie Sherwood and Nannie Caldwell. As soon as the assembly room is furnished the school will give an entertainment.

THE ENTERPRISING CITIZENS of Morehead City held an educational meeting on 21st inst. and appointed a committee to devise plans for establishing an academy at that place and erecting a suitable building for the purpose. We congratulate our eastern friends on this progressive movement and wish them unbounded success in the undertaking.

THE PUBLISHERS of "Cobb's New Wall Map of North Carolina," Messrs. Alfred Williams & Co., will bring a new edition from press in a few days. This is the fourth edition, and the map is growing in popularity as it increases in circulation. Both teachers and pupils like it, and the study of North Carolina Geography and History by its aid has a new fascination for the student.

# OUR TEACHERS' COUNCILS.

The Teachers' Councils are good things and will help on the school work in the way of improving teachers and public sentiment.—Hon. S. M. Finger, Superintendent of Public Instruction.

## TEACHERS' ORGANIZATIONS.

Every argument that can be urged in favor of professional organizations of any kind can be urged in behalf of teachers' organizations. Too much praise can hardly be given to the County Superintendents who will organize—where not now organized—and maintain an active Teachers' Council in their respective counties. It is evident that the success of these associations will depend to a great extent on this officer. A good Superintendent will labor to have good, wide-awake, zealous teachers, and such teachers will have good Councils. With programmes carefully selected and carried out with thoroughness and ability, with debates and discussions conducted with energy and good feeling, the advantages to the teacher would be readily seen in his every-day school work.

Some of the advantages of the Councils are:

1. They engender and promote a professional spirit among the members. The professional standard is raised. Higher ideas of the teacher's work are established. The professional spirit is quickened. Each teacher realizes that he belongs to the grand army of teachers. The teachers form a higher estimate of the dignity of their profession.

2. They give direct aid to teachers in their work. A problem is solved, a difficulty removed, a principle explained that has given trouble term after term. Opportunities are given teachers to discuss questions pertaining to their work. All are sure of a respectful hearing in any suggestions or criticisms given, and may rest assured that nothing will be accepted unless it bears the genuine impress of thoroughness and practicability.

3. They increase the enthusiasm of teachers. The zeal and energy of teachers are quickened into new life by the enthusiasm that developes so quickly in a gathering of teachers assembled for the common purpose. Hearing others tell of trials and difficulties overcome, we begin to hope and believe that we too may meet with the same success. At least, we return to our work with a heart warmed towards the profession of teaching.

4. They bring the teachers and school officers together under the best possible advantages. The teacher may receive a lesson or criticism from the Superintendent of his county that would not be given on a visit to his school. The Superintendent may be giving a criticism of general application and give the teacher a hint that will remove some abuse or neglect of duty.

The best teachers are the readiest to admit that many benefits to the teachers are derived from the Councils. The question is, why cannot each county in the State have a well organized, active TEACHERS' COUNCIL?—*Exchange.*

## HARNETT TEACHERS' COUNCIL.

A considerable number of teachers and friends of education met at Dunn on Saturday at 11 o'clock, notwithstanding the very inclement weather, and organized a Teachers' Council with the following officers:

D. L. ELLIS, Principal of Progressive Institute, President.
REV. J. A. CAMPBELL, Principal of Buie's Creek Academy, 1st Vice-President.
W. E. WILSON, Principal of Stuart's Academy, 2d Vice-President.
MISS K. S. MCDONALD, Secretary.
D. N. FARNELL, Editor *Signboard*, Corresponding Secretary.
J. G. JOHNSON, Treasurer.

The President appointed the following permanent committees:

*Programme*—J. G. Johnson, Misses Katie McDonald and Florence Byrd.
*Publication*—D. H. Senter, C. J. Stewart, Mrs. S. F. Johnson.
*New Members*—C. C. Betts, S. G. Marsh, C. H. Tripp.
*Social Meetings*—Misses Katie McDonald, Lucy McKay, E. B. Johnson.

The Programme Committee reported the following order of exercises for the next regular meeting, March 10, 1888:

1. "Some books that have helped me." By the President.
2. "How to interest little folks in school." By Rev. J. A. Campbell.
3. "How to improve the moral condition of a school." Essay by Miss Lucy McKay.
4. "Mental Arithmetic in our schools." By J. A. Spears, Esq.
5. "The Blair Bill." General Discussion.

[It was our privilege to be present at the organization of this Council, and we feel sure, from the interest manifested, that it will have a bright and useful future and prove a source of much pleasure and benefit to its members and to the community. We sincerely thank Prof. Ellis, and many other friends whom we met at Dunn, for the kind courtesies and hospitalities extended to us.—EDITOR.]

## CONSTITUTION OF THE COUNCILS.

At the request of several County Superintendents who desire to organize Councils, we again publish the Constitution which has been adopted by nearly every Council in the State. It will be found to meet all the requirements of government.

### CONSTITUTION.

#### ARTICLE I.

This organization shall be known as the ——— COUNTY TEACHERS' COUNCIL, No.—, of ——— county, North Carolina.

#### ARTICLE II.

Its prime objects shall be: United, systematic effort towards progressive education in North Carolina; the improvement of our school interests, both public and private; broader general information, consideration of best methods of teaching, mutual and practical aid in securing good schools for our teachers and good teachers for the schools of our county; social acquaintance and enjoyment; and the furtherance of such plans for these purposes as may, from time to time, be inaugurated at the sessions of the North Carolina Teachers' Assembly.

ARTICLE III.

Any teacher or friend of education in this county may become an active member of this Council upon recommendation of a teacher and by consent of a majority of the members present at any meeting.

ARTICLE IV.

Each member, upon election, shall pay to the Treasurer the sum of fifty cents, and shall pay this sum annually in advance so long as membership is continued.

ARTICLE V.

The officers of the Council shall consist of President, two Vice-Presidents, a Secretary, a Corresponding Secretary and a Treasurer, who shall be elected at the regular meeting in September of each year.

ARTICLE VI.

Regular meetings shall be held on the ——Saturday in each month at — o'clock A. M., from the 1st of September to the 1st of June in each year. Special social meetings and entertainments may be held at such times and under such regulations as shall be arranged by the Committee.

ARTICLE VII.

The President, at the time of his election, shall appoint the following standing committees of three members each: Programme, New Members, Publication, Teachers' Bureau, and Social Meetings. Each committee shall work under the direction of the officers of the Council.

ARTICLE VIII.

By-Laws may be adopted for local government of the Council, provided they do not conflict with this Constitution.

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MR. M. McG. SHIELDS, Superintendent of Moore county, has requested his teachers to meet at Carthage on March 17th to organize a Teachers' Council. We thank Mr. Shields for an invitation to be present and we hope to be with him and his teachers on the occasion.

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BE PATIENT with those who, though they may not do as well as you desire, are yet doing as well as they can.

# NORTH CAROLINA TEACHERS' ASSEMBLY.

## THE TEACHERS' BUILDING.

There are few places in North Carolina where the "sound of hammer and saw" is more continuously in the air than now at Morehead City. The place seems to have been captured by a small army of workmen, and the capture is so satisfactory to the citizens of the community that they give a most cordial welcome to the working sojourners and encourage them in every possible way in the great building enterprises which are being so promptly pushed forward to completion. The new wing to the already immense Atlantic Hotel extends westward nearly 160 feet and is three stories high, thus adding to the accommodating capacity of the hotel nearly *one hundred rooms.* And there will be not a room too many, for the Teachers' Assembly will fill every one of them in June and give to Morehead City one of the largest and finest companies of ladies and gentlemen that has ever been imagined in its plans. There are already numbers of applications from teachers and their friends throughout North Carolina, Tennessee and Virginia for rooms during the session and also for the entire season.

A little further westward, just outside the Atlantic Hotel property, on the prettiest lot in the city, is located the elegant and commodious "Assembly Building," which will be a proud monument to the enterprise and progressiveness of North Carolina teachers. The contractors, Messrs. J. A. Wilson & Co., took advantage of the rainy spell and framed the building entire at their mills, and thus the great structure rises from its foundation with almost fairy-land rapidity. The first timber was put in position at 10 o'clock on the 20th inst., and the *first nail* in the building was driven by Master John Neathery Harrell, of Raleigh, son of the Secretary of the Assembly. The occasion

was honored by the presence of the Mayor of the city, Dr. W. L. Arendell, also the City Clerk, the contractors and workmen. As the little boy drove home the nail he seemed to realize and appreciate the proud honor accorded to him in thus aiding in the construction of the first and only educational building in the Southern States erected by the teachers for their special use. Thus North Carolina is ahead, as usual, in providing this delightful summer home for her teachers, where they can meet in most pleasant intercourse the leaders in the profession and also great numbers of their friends and patrons.

The Assembly very wisely extends its privileges and enjoyments to all friends of education, thereby bringing the teachers and the public into better acquaintance with one another, in that way adding to the pleasures of all and greatly extending and popularizing the cause of education throughout our State.

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We would be greatly obliged if our County Superintendents, who are Counsellors to the Assembly, would send to the Secretary at once the names of those persons in their counties, both teachers and those who are not, who desire to attend the Assembly.

If you have friends whom you would like to have visit Morehead City with the Assembly this summer, please send their names with County Superintendent's recommendation to the Secretary as early as is convenient so that Certificates may be issued in time.

All progressive County Superintendents in North Carolina should make a special effort to be at the Assembly on June 26th, "County Superintendents' Day," as many things are to be considered which are of great importance to that officer. Come and make the acquaintance of your brother officers and be ready to discuss the questions which are presented. The next Legislature would like to hear something from the County Superintendents, and the best way to let them hear is through the Teachers' Assembly.

EVERY SCHOOL COMMITTEEMAN, every member of a County Board of Education, every trustee of a school or college, and every patron of an educational institution, is interested in the Teachers' Assembly, and a cordial invitation is extended to all of them to attend the session this summer and enjoy that great feast of intellectual entertainment and social enjoyment in our delightful "summer capital by the sea."

THE CORNER-STONE of the Assembly Building will be placed in position on Tuesday, May 1st, by the Grand Lodge of Masons of North Carolina with appropriate and imposing ceremonies. There will be a large number of people present and some excellent addresses will be delivered, thus making the day a most enjoyable one in every way, and long to be remembered with pleasure. A special train will be run for the day with a very low rate of fare, so that many hundred teachers and their friends may enjoy an exceedingly delightful May-day picnic at Morehead City. Further particulars will be announced soon.

THE COMPLETE programme for the fifth session of the Teachers' Assembly (June, 1888) will be published in next number of THE TEACHER. The order of exercises is exceedingly attractive, and we do not believe that our teachers can find anywhere else in this country more practical, pleasant and beneficial professional work than will be given at the coming session of their Assembly. This meeting furnishes just the helpful, congenial, social co-operation that every teacher needs, and we know that no North Carolina teacher is so strong, influential or firmly established as to afford to stay away from the Teachers' Assembly. The best positions go there to be filled and the once leading teachers who have never been to the Assembly are almost unknown to the profession in this State. Think of this a moment.

DO YOU WANT a better position than you now occupy in the school? Do you want a school of any kind? Do you want to employ an assistant teacher for your school? Do you want to sell, buy or rent any school property? Do you want to catch some

enthusiasm from your co-laborers in the profession? Do you want to make yourself more efficient in your work? Do you want to earn a larger salary in the school-room? Do you want to stimulate the younger teachers to greater ambition? Do you want to employ a teacher for your district school or for your city institution? Do you want to meet the brotherhood in happy, social and delightful intercourse at the most pleasant sea-side resort in America? Do you want to discuss any tried or untried methods of teachings? Do you, as a friend of education, want to become acquainted with some of the most cultured and refined people of our State? The persons who can give answer in the affirmative to any or all of these questions are those for whom the Teachers' Assembly was organized and who should not fail to attend the coming session at Morehead City.

THE TEACHERS ARE receiving very kind and liberal aid from friends beyond the borders of our State in erecting their Assembly Building. The first to extend this aid was the "University Publishing Company," of New York, in the presentation of a check for $100. Then a similar amount came from Messrs. G. & C. Merriam & Co., of Springfield, Mass., publishers of the Webster's Dictionaries, and there came also similar responses from Messrs. Clark & Maynard, of New York, and Messrs. A. H. Andrews & Co., of New York, Manufacturers of School Furniture. Several other leading publishing houses who receive liberal patronage from our teachers have, by very kind letters, signified their willingness to aid in constructing this summer home for North Carolina teachers. We all sincerely appreciate these kind acts and the teachers will not be backward to show appreciation and thanks in many substantial ways. There will be a marble tablet placed in the Assembly Hall giving a brief history of the building with names of every friend who has aided in its construction, thus erecting a worthy testimonial to their liberality for all time.

# EDITORIAL.

## EDUCATIONAL LIGHTS.

It has been truly said that "the teachers are educational lights of the State," therefore they are expected to shine wherever ignorance or wickedness is creating darkness. There are various kinds of lights, and each was considered very good in its day, but they have been gradually replaced as the world needed better ones; thus the tallow-candle, flaring and flickering, gave place to oil-lamps, the lamps to brighter and more certain gas, while the gas, in the steady march of progress, is being in turn displaced, in many places, by the dazzling electric light. Now, teacher, what kind of light will you shed in our State? Will you represent the feeble tallow-candle flickering way down in the candle-stick so that the profession scarcely knows that you are at work, while your community continues in darkness, or shall your progressiveness, zeal, faithfulness, ambition and enthusiasm represent the brilliant and beautiful electric light which illumines the vicinity with no uncertain rays? It matters not whether you are teaching a private home-school and are just laying in the youngest minds the foundation for an education, the superintendent of some great city school, or president of a well-known college, you should make yourself as indispensable to the place you hold and to your community as the wonderful electric light is indispensable to the business interests of our country. Only this is *faithful* and *progressive* educational work, and no teacher should be satisfied to remain below this standard of usefulness. What kind of light will *you* be?

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HAVE YOU SENT any news items to THE TEACHER lately about the schools or teachers in your section of the State?

POSTAGE STAMPS of any denomination may be sent in payment of subscriptions to THE NORTH CAROLINA TEACHER, when it is not convenient to obtain currency or postal money-orders.

IF YOU DESIRE sample copies of THE TEACHER sent to any of your friends who are teachers, please furnish the editor with the addresses on a postal card and the specimen copies will be mailed at once.

WHEN YOU contemplate building or improving your school-house write to Messrs. A. H. Andrews & Co., 680 Broadway, New York, and they will send to you, free, their book of plans of school-houses, which may be of use to you.

WE HAVE received a number of excellent contributions too late for this issue and they will appear in the next. We hope that teachers will always feel perfectly free to write their opinions on any timely topic which may be of interest to them.

EVERY TEACHER in America ought to read that wonderful book, "Our Country," by Dr. Strong. It is carefully reviewed in this issue of THE TEACHER by Rev. J. M. Atkinson, D. D., and the book will be now more appreciated by our readers than ever. "Our Country," bound in paper, may be obtained from Alfred Williams & Co. for 25 cents, by mail, post-paid.

THE OFFER OF a prize by the editor for the greatest number of words made from the letters contained in the name, "THE NORTH CAROLINA TEACHER," has awakened considerable interest among the teachers. A great many lists have been sent in, containing from twenty words upwards, and those giving the highest number are the following: Miss Lizzie Carper, Cairo, 603 words; Miss Katie Hart, Hilliardston, 641 words; Miss Belle Worthy, Jonesboro, 713 words; Miss Daisy Thompson, Ridgeville, 753 words; Miss Mary F. Dickson, Morganton, 844 words; Miss Mary L. Battle, Forestvile, 1,746 words; W. T. Lyon, Oxford, 2,410 words; R. L. Hollowell, Wilson's Mill, 2,729 words; Z. D. McWhorter, Greenville, 3,638 words. Therefore the prize has been won by Mr. McWhorter, his list of words being greatest. All the words formed by those who

have competed are good ones, duly authorized by standard dictionaries, and we thank the teachers for so heartily entering this contest, and we feel sure their work has been of value to each one. It seems almost marvelous that 3,638 regular English words can be formed from a single name comprising *only twenty-three letters*, with restrictions that no letter shall be used in any one word more times than it occurs in the name from which it is taken! The prize, a handsome edition of Shakespeare's Complete Works, Russia bound, has been forwarded to Mr. McWhroter.

## ABOUT OUR TEACHERS.

Mr. F. M. Trull is teaching in Union county.

Rev. J. A. Beam is teaching at Bethel Hill, Person county.

Miss Alma Bundy is teaching at Hasty, Richmond county.

Miss Ella J. Moore is teaching at Saratoga, Wilson county.

Rev. J. H. Yarboro is teaching at Landrum, South Carolina.

Dr. C. C. Heller is teaching at Heilig's Mills, Rowan county.

Mr. J. C. Wright is teaching at Roberdell, Richmond county.

Mrs. D. F. Stewart is teaching at Yellow Hill, Wilkes county.

Miss Lizzie Thagard is teaching at Goldston, Chatham county.

Miss Ada W. Belk is teaching at Jackson Forest, Union county.

Mr. R. A. Hedgepeth is teaching at Fair Bluff, Columbus county.

Miss Mollie T. Siddle is teaching at Locust Hill, Caswell county.

Mrs. L. W. Weatherbee has a good school at Oaks, Orange county.

Miss Lillie Nicholson has a good school at Castoria, Greene county.

Miss Mary Smith, of Caldwell, is teaching at Moravian Falls, Wilkes.

Miss Rebecca Baldwin is teaching at Erie Mills, Montgomery county.

Mr. Charles J. Stuart has a good school at Winslow, Harnett county.

Miss Hattie Ivey has a school of 39 pupils at Weisener, Iredell county.

Mr. H. Y. Smith is principal of Hector's Creek Academy, Harnett county.

Miss Pattie Ingram is teaching at New Hope Academy, Randolph county.

Mrs. J. W. Goodson has resigned as a teacher in the Durham Graded School.

Rev. S. B. Turrentine is at the head of a large school at Cartersville, Georgia.

Miss Eugenia McIver, of Moore county, is teaching at Red Banks, Robeson county.

Mrs. W. F. Mercer and Mr. H. F. Farmer have charge of the public school at Wilson.

Miss Inez Diggs (Greensboro Female College) is teaching at Rockingham, Richmond county.

Salem Female Academy will gradnate 31 young ladies at its next commencement, June 6th.

Trinity College has enrolled so far this session 150 students—a large increase over late years.

Mr. J. B. Newton continues as principal of the Grange High School at Aulander, Bertie county.

Prof. J. M. Starke, late principal of Louisburg Academy, is now teaching at Montgomery, Alabama.

Rev. Dr. D. A. Long, President of Antioch College. Ohio, recently visited his parents in Alamance county.

Miss Bettie Sharpe, of Statesville (Boston Conservatory), has been elected music teacher at Claremont College, Hickory.

Rev. J. W. Pinnix has a flourishing school at Kernersville. He has over 100 enrolled, and is assisted by Miss Mary McKaughan.

Hon. J. C. Scarborough, late Superintendent of Public Instruction, has accepted a professorship in Thomasville Female College.

Mr. M. L. Sherrill is principal of Springville Academy, Cabarrus county. The location is noted for its morality. Mr. S. has 45 pupils enrolled.

Mr. John Hardison, County Superintendent of Pamlico county, has a good school at Oak Grove, with very bright prospects for a prosperous year.

Mr. D. S. Parker is teaching at Hurdle's Mills, Person county. The school numbers 69 pupils. Mr. A. P. Long is associate principal of the school.

Senator Matt. W. Ransom will deliver the Annual Address before the Literary Societies at the approaching commencement exercises of Oak Ridge Institute.

Oak Ridge Institute has the largest opening in her history. Enrollment this term will reach 160, and for this scholastic year (as the colleges count) 220, or more.

Goldsboro Graded Schools, Professor E. A. Alderman, have enrolled 580 white and 433 colored children. About 450 books have been collected for a public library.

Rev. A. A. Benton (a North Carolinian of whom we are proud), Professor in Delaware College, has been tendered the Chair of Theology and Ecclesiastical History in the University of the South at Lawrance, Tennessee.

Rev. J. C. Price, President of Livingston College, Salisbury, who is well known throughout the State as a distingushed lecturer, has been tendered by the President of the United States the appointment of Minister Resident and Consul-General in Liberia.

Mr. A. L. Blake, a North Carolinian, who has for a time been book-keeper in Gurdon, Arkansas, has just been elected principal of the large school at that place. A North Carolina teacher is appreciated everywhere, and we congratulate the people of Gurdon.

Rev. John F. Crowell, President of Trinity College, is giving new life to that popular and honored institution. He has just issued a circular to young men containing propositions and suggestions by which they may be enabled to meet expenses of a course at the college.

Prof. Alexander Graham, Superintendent of the Fayetteville Graded Schools, has accepted the position of Superintendent of Charlotte Graded Schools. He is one of the most accomplished teachers of the State. His old pupils at Fayetteville presented him, on leaving, with a handsome gold watch.

Horner School, Oxford, Mr. T. J. Horner, A. M., and T. J. Drury (V. M. I.), Principals, is a Classical, Mathematical and Military Academy, preparing for college, army and navy, or business. The health of the locality is attested by the fact that there have been only two deaths in the school in the past 37 years.

Miss Evie J. Boone, Secretary of Polk County Teachers' Council, is in school at Jones Institute. She will graduate at commencement in April, and will come into the work as a regular teacher. Doubtless she will be one of our most energetic and progressive teachers, as her heart is in the work. She has already taught successfully—giving entire satisfaction.

Shelby Military Institute is flourishing. The principals are Capt. W. T. R. Bell, formerly of King's Monntain School, and Mr. S. E. Gidney, formerly principal of Shelby High School. These two schools have been consolidated at Shelby. The Military Institute has now over one hundred and sixty students. There are in attendance several young men from a distance and others are expected. The Business Department is doing good work in preparing young men for the practical business of life.

## CUPID AMONG THE TEACHERS.

'Tis said that "figures never lie,"
That one and one are always two;
But Cupid proves, with work so sly,
Some wondrous things that figures do.
And when he claims a teacher's hand
All rules of figures then are done,
Though two before the preacher stand
This one and one are ALWAYS ONE!

REV. S. B. TURRENTINE, of Cartersville, Georgia, was married in Chatham county, January 7th, to MISS NONIE ATWATER.

MISS L. FRANK HOUSTON, of Sampson county, was married January 25th, to MR. W. T. OATES.

MR. J. P. PEARSON married MISS COLAN MAYNARD, at Apex, Wake county, January 26th.

MISS ALICE C. PAGE, of Moore's Mills, was married February 1st, to MR. JAMES A. ROBINSON, of Durham.

MISS ANNIE D. FAUCETTE, teaching at LaGrange, was married February 8th, to MR. W. M. MORGAN, of Durham.

PROF. J. C. C. DUNFORD, of Judson Female College, was married February 26th, to MISS OLIVIA MILLARD, of said college.

MR. ROBERT C. GULLEY married MISS ANNIE BRIDGERS, near Leachburg, Johnston county.

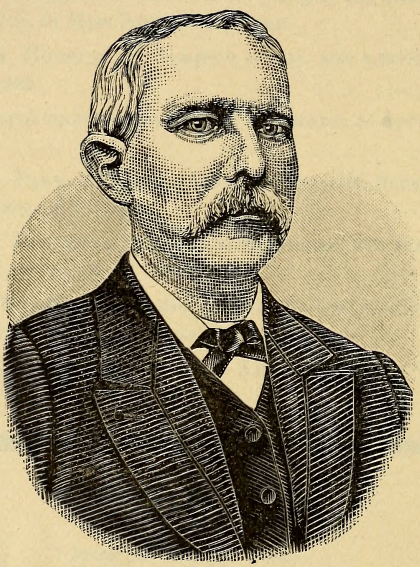
## IN MEMORIAM.

"Death hath made no breach
In love and sympathy, in hope and trust.
No outward sign or sound our ears can reach,
But there's an inward, spiritual speech
That greets us still, though mortal tongues be dust.
It bids us do the work that they laid down—
Take up the song where they broke off the strain;
So, journeying till we reach the heavenly town,
Where are laid up our treasure and our crown,
And our lost, loved ones will be found again."

REV. JAMES P. PAISLEY, who was for a time tutor in Davidson College, died a few weeks since in Florida.

REV. JOHN THOMAS WHEAT, D. D., for many years a professor in the University of North Carolina, died at Salisbury early in the month, at an advanced age.

PROF. WILLIAM J. BINGHAM (a son of Col. Wm. Bingham, author of Bingham's Latin series of books), who for some years filled the chair of Latin at Davidson College, recently died in Texas, whither he had gone for his health.



CAPT. JOHN E. DUGGER, A. M.,

PRINCIPAL WARRENTON MALE ACADEMY,

DIED MARCH 9, 1888.

# THE NORTH CAROLINA TEACHER.

VOL. V. RALEIGH, MARCH, 1888. NO. 7.

EUGENE G. HARRELL, Editor.

## "WOCK O' BAGES."

"Wock o' Bages, keft for me."
Through the house the words are ringing,
Uttered by a lisping tongue:
Listen, 'tis our darling singing,
"Wock o' Bages, keft for me,
'Et me hide myse'f in Thee."

Papa in his study writing,
As he hears the sweet refrain,
Pauses in his work to listen,
Waits to catch the word again:
"Wock o' Bages, keft for me,
'Et me hide myse'f in Thee."

"Wock o' Bages, keft for me;"
And the voice is soft and low,
And we bend to catch the meaning,
For the breath comes soft and slow:
"Wock o' Bages, keft for me,
'Et me hide myse'f in Thee."

In a darkened room he lies,
Yet the same sweet words is singing,
And to our breaking hearts
Peace and resignation bringing:
"Wock o' Bages, keft for me,
'Et me hide myse'f in Thee."

"Wock o' Bages, keft for me;
Mamma, sing it—you know how—
Charlie's dying—mamma's darling—
Won't you—sing it for him now—
Wock o' Bages—keft for me—
'Et me hide myse'f in Thee."

"Rock of Ages, cleft for me;"
'Tis a mother sings it now;
Death has marked her precious baby,
And the damp is on his brow.
"Rock of Ages, cleft for me,
Let me hide myself in Thee.

"Let me hide myself in Thee—
Thou who hast the wine-press trod:
Spare me yet this agony;
He is all we have, O, God!
Father, must we drink the cup?
Must we give our darling up?"

"Wock o' Bages"—and our baby
Sang the rest to Christ alone,
As the angels tenderly
Bore him to the great white throne.
"Wock o' Bages, keft for me"—
And he hid himself in "Thee."

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## WEIGHT OF THE EARTH.

In 1774, Maskelyne, Astronomer Royal of England, was the first man to weigh the earth. The weight is estimated to be 6,000,000,000,000,000,000,000 tons!

[For The North Carolina Teacher.]

# HEM, HES, HEM.

BY MARION BUTLER, PRINCIPAL SALEM HIGH SCHOOL, HUNTLEY, N. C.

We offer the above forms for the *new pronoun.* They represent the nominative, possessive and objective cases, singular, of a word that we coined one morning about two years since, while a grammar class was on recitation. Since that time each member of each succeeding grammar class in our school has entered the declension of this pronoun in (his or her) *hes* grammar on the margin of page containing declension of personal pronoun; and for these two years nearly every one of our pupils has voluntarily used this pronoun in writing and speaking. So we offer a word which, through a test of two years, has naturally established itself in the limited circle of our school patronage.

Some, no doubt, would like to know why we adopted these special forms and what peculiar claims they have for recognition by grammarians and the English-speaking people generally. As some of THE TEACHER'S readers probably remember, there appeared about two years since an article in *The Critic and Good Literature* suggesting *thon* as the word for the pronoun of the common gender. I took this article to the class-room with me and had one of the pupils to read it on recitation. I asked the class to decide by a majority vote whether or not we should adopt it. The class decided not. I then asked the class to suggest a better word. Several suggestions were made at random, but all words so suggested were voted down by a majority of the class. We then put on the blackboard the following declension of the masculine and feminine singular of the personal pronoun with blank space for common gender:

| | *Mas.* | *Com.* | *Fem.* |
|---|---|---|---|
| Nom. = | he | (?) | she |
| Poss. = | his | (?) | her |
| Obj. = | him | (?) | her |

At the same time suggesting that since the common gender partakes of the nature of both the masculine and feminine that it

ought to be a kind of medial form between the two, and that therefore we would make a form for the common akin to each of the other genders. The result was that we soon filled out the above blanks as follows:

| *Mas.* | *Com.* | *Fem.* |
|---|---|---|
| he | hĕh | she |
| his | hĕs | her |
| him | hĕm | her |

The *e* in each of these words (for common gender) is short, like *e* in *pet.* We take it for granted that almost every one will, without argument, admit the necessity for, and does feel the need of, some such pronoun. If (he or she) *heh* does not, then we are compelled to tell (him or her) *hem* that (his or her) *hes* grammar is most probably very bad. In fact, since we have become accustomed to using this word it seems that we could scarcely do without it. In the school-room this morning we had occasion to say, "To-morrow let each member of the class bring *hes* note-book on recitation." Upon being called away from school on business one day last week, and expecting one of our patrons or his wife to visit the school in the meantime, I had occasion to use the following expression to one of our assistant teachers, viz.: "If Mr. or Mrs. T. come to-day, tell *hem* that I will return at 2 P. M.," etc.

In such cases several grammars say that we should use the masculine pronoun, but this does not make it right, nor do they so claim. It is simply an admission that it is the best we can do till the much needed word is supplied. A number of different words have been offered to supply this want, but all of them have been allowed to die the literary death of neglect. Such may be the fate of the one we now offer; nevertheless, we offer it to an English-speaking people with our experience, and will continue to use and to teach its use till a better word appears.

P. S. Some months since THE TEACHER published a clipping from the *School Journal* which offered *te.* This word, like *thon*, was condemned by a majority vote of our grammar class.

[Can any of our readers suggest better words for supplying the place of the missing pronoun?—EDITOR.]

[For The North Carolina Teacher.]

# THE NATIONAL EDUCATIONAL ASSOCIATION.

BY MAJOR ROBERT BINGHAM, DIRECTOR NATIONAL EDUCATIONAL ASSOCIATION FOR NORTH CAROLINA.

Next to the excursion across the Atlantic which our irrepressible Secretary, E. G. Harrell, will effect yet, is a trip across the continent to the Pacific, which can be taken this summer for ONE FARE for the round trip, with the additional very great inducement of attendance upon the National Educational Association, a thing which every teacher ought to do at least once and as much oftener as may be.

The Association meets in San Francisco on the 17th of July. The attendance of the leading educators in the country, men and women whom it is a privilege to know, will be very large, and the programme will be rich and varied.

Excursion tickets to the various points of interest on the Pacific Slope are very low, and it is unnecessary to say that the wonders of this wonderful region are unsurpassed in grandeur and in some respects unequalled anywhere else in the world.

Return tickets, which are good for six or eight weeks, can be used over any trains on the continental line by paying a small fee for exchanging, so that excursionists may go by one route and return by any other; and these rates are given to any one who becomes an annual member of the National Educational Association by paying the usual membership fee of $2.

The round-trip ticket from Washington City (the nearest objective point to us from which rates have been established) is $88, and no doubt rates from Greensboro, Raleigh and Goldsboro can be secured if any considerable number go, though no definite information has been obtained on this point as yet.

It will interest any who may think of going, especially ladies, to know that Professor Winston, of the University, will probably attend, than whom no man in the State is more fit to represent North Carolina teachers on the programme or elsewhere.

# THE TRUE TEACHER.

BY PROFESSOR C. B. DENSON, RALEIGH MALE ACADEMY.

The teacher stands to-day in the front of social progress. There is no need to beg place for him in any rank of society. Wherever he deserves to go, he walks a peer among his fellows. Not all who handle the lancet are surgeons, nor all who flourish a brief are lawyers—neither are all who wield the crayon at the blackboard or the text-book on the rostrum entitled to the designation of *teacher*.

It is true that it took centuries to develop the scientific physician of to-day from the rude barber-chirurgeon of the past, and that the clerk or scrivener of Glanville and Fleta's time ascended painfully the ladder that reaches, to-day, the social eminence of the learned counsellor of the law. It is not strange, therefore, that the art and science of teaching acquired coherence by like gradation. But it is fortunate for humanity that its spirit has in no age been utterly lost, and that now with accelerated power it marches on to the conquest of the powers of darkness.

Time was, it is true, when among our ancient forefathers such a sentiment as the following could be uttered with applause, as the lines from a banquet speech, yet preserved, show:

"I swear by God's body that I'd rather that my son should hang than study letters. For it becomes the sons of gentlemen to blow the horn nicely, to hunt skilfully and to elegantly carry and train a hawk. But the study of letters should be left to the sons of rustics."

How far has the pendulum of the thought of the world swung from the stand-point of that Cossack in English flesh and blood!

Did time and space permit, it would be a labor of love to essay to describe the teacher who justly deserves the name and fame that the world is ready to accord his profession. He is not an animated Old Mortality, groping among the tombs and striving ever to cut anew the epitaphs of departed glories. He does

not believe that all wisdom has been plucked from the tree of knowledge and he alone has the key of the garner. He knows that the sage is always the learner—that Socrates was ready to receive from the boy of the Athenian market-place—that Newton himself in his dying hours declared that he had but picked up a few shells on the shore, while the great ocean of truth lay all unexplored before him. It matters not whether the snows of winter besprinkle his brow, the unquenchable fires within, of devotion to his art and love for his pupil, place him always and forever in the vanguard of every genuine advance, and he does not hesitate to adopt that which is new if better than the old.

On the other hand, the true teacher is not the man who is ever catching at the novel and the specious short-cuts to knowledge, advertised in every age, and again and again, in protean form, but always as the "new" learning. This is the great evil of to-day in North Carolina, tainting educational effort.

This is the age of materialism. Its rampant influence is everywhere. Well appointed school-rooms, finely illustrated books, pleasing mechanical exercises, and masses of pupils swayed by distant rulers, through subordinate officers, present a glittering array to the eye.

Empirical methods are exhibited by teachers taught from abroad, which please and distract the thoughts of numbers of young minds just set upon the difficult path of faithful and conscientious instruction.

It would be amusing, if it were not sad, to the teacher of experience to see a hundred exploded fancies of other days gravely introduced to him under novel names as discoveries of recent progress and universal panaceas for ignorance.

This spirit finds another manifestation in the demand for specialists as instructors. Alas, for the people whose instructors are one-sided men, acute but narrow, without the breadth of general culture and sympathy for the needs of the whole intellectual man!

Were there no brave men before Agamemnon?

The people of the very communities whence these mechanical systems are derived are crying out that there is nothing but mental cultivation in their schools, nothing but the love of material gain as an ideal. The teacher of the heart, in personal contact and affectionate interest, has vanished—the school is a vast machine.

The man who glorifies his system and his methods, however meritorious, is wasting strength on the side issues. The teacher is an artist—he must be born to his work and his skill perfected by years of labor. Think you that Dr. Arnolds may be reproduced by patent processes?

It was once said with a sneer that North Carolina was the most illiterate of States. It was probably untrue, but, thank God, she was also known as the most honest of States. Well we remember when her bonds were highest in the market of Wall street.

Well will it be for her if the children of to-day prove the moral equals of the stern old hero who lies under a heap of rude stones, rugged as the stern republican simplicity enshrined therein—grand old Macon.

The true teacher will be immortal. Archimedes will live, while the Egyptian prince will be nameless. Seneca will teach the world, though Nero slay him. Whether he wear the diadem of popular regard or not, generations will rise up to call him blessed.—*State Chronicle.*

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When the class in arithmetic is working on interest, addition, or any other subject where they choose to work by different methods, good and interesting work may be obtained by dividing the pupils into as many divisions as there are methods used, and testing whose method is best by the quickness with which results are given—the teacher of course giving the examples and watching impartially for the first one that has the *correct* answer.—*Anonymous.*

[For The North Carolina Teacher.]

# HINTS ON STUDYING AND TEACHING LATIN.

BY PROFESSOR GEORGE T. WINSTON, UNIVERSITY OF NORTH CAROLINA.

No one can learn Latin without diligent use of the memory. It is a great mistake, however, to suppose that this study employs the memory solely or even chiefly among the faculties of the mind. I doubt whether any other study in the school curriculum calls into play so many faculties. Perception, comparison, deduction, invention, imagination and judgment, as well as memory, are all employed rapidly, unconsciously and continuously by whoever puts into good English ten verses of the Æneid. Some philosopher, possibly Mr. Herbert Spencer, says that we learn more the first two years of our existence than ever afterwards. If this be true, then the most difficult thing we ever learn is language; and the reason why it is most difficult is that it demands the proper use of so many faculties at the same time. Any study will develop a great mind; and a very weak intellect no system of training will make strong. But the average intellect, the mental faculties of the average boy, can be developed most easily, most harmoniously and most certainly by Latin.

## A GOOD START.

A good start is of the utmost importance; for here must be formed the *habit of accuracy*, without which there is no scholarship. A boy who is inaccurate, or doubtful or, even very slow in using the forms of declension and conjugation, will make no substantial progress. As well expect a mastery of the Paradise Lost by one who mistakes "first" for "fist" and "disobedience" for "dobbin"; or a comprehension of the principles of logarithms by one ignorant of the multiplication table, as to hope for good Latin scholarship from one who has not the forms of inflection ready and handy, always at his tongue's end. A student once applied for admission into the Junior Class of the University. He had "gone through" Viri Romæ, Latin Reader, Cæsar,

Virgil, Ovid, Sallust, Livy, Horace, Juvenal and Tacitus, having studied Latin about seven years. His entrance examination showed little knowledge of Latin, and he was not allowed to join the Freshman Class. I sent him to another teacher, and advised him to start again at the first declension. He did so, and learned in six months more Latin than previously in seven years. His trouble was simply a bad start. "Well begun, half done" is true doubtless in all the work of life; but in the study of Latin it is vital. It should rather be said, "Ill begun, nothing done."

### TEXT-BOOKS AND LESSONS.

It would be cruel to make a boy memorize all the inflectional forms in one continuous study; or to learn in the same way the rules of syntax. Each lesson, from the start, should be a judicious combination of forms, vocabulary, Latin-English translation, English-Latin translation, syntax and derivation; and whatever each lesson contains should be learned thoroughly and understandingly before going any further. Gildersleeve's Latin Primer is probably the best Latin book for beginners published in this country; provided the beginners are bright, ambitious and tolerably mature, and have had the advantage of much English reading and home culture. For the average boy, beginning Latin in the usual way at the usual age, I should recommend Bingham's Latin books, or Harkness' Latin books, as likely to produce the best results. It would be a first-rate plan to take a scholar through Bingham or Harkness, and then to go rapidly through Gildersleeve's Primer, thereby reviewing the subject, and seeing it in a new, fresh and compact presentation. For the first two years, at least, there ought to be daily recitations, of which one a week can be devoted very profitably to a review. A searching written examination, covering the most difficult points, should be held once a month, being an occasion for monthly reviews; and at the close of each session reviews of the session's work, with longer written examinations and accurate grading of scholarship, should be important features in every

school. Too much stress cannot be laid upon writing, not only in the examinations but in the daily work; for it conduces to accuracy, thoughtfulness and thoroughness. Even the declensions should be recited occasionally by writing. For this purpose every school needs a plentiful supply of blackboards. There ought to be blackboards enough for ten boys, at least, to use at the same time. It often has a good effect to recite the whole lesson from the blackboard, giving each boy different work on different boards, and reviewing the work, until the entire lesson is recited by every boy. In the absence of blackboards slates may be used; and, where "tripping" is customary, each boy hands his slate for correction to the boy below, who thus becomes teacher as well as pupil.

### TRANSLATING LATIN INTO ENGLISH.

Literal translations are best wherever possible; but, of course, there must be no sacrifice of sense or English to literalness. There are three requisites to a good translation. First, the English must be good. I consider this the most important requisite; for while it is discreditable to make an unfaithful translation, it is far more discreditable to use bad English. Ignorance of Latin is not so bad as ignorance of English. Secondly, the translation should express the ideas of the original; otherwise it is not a translation. Thirdly, it should represent as nearly as possible the metaphors, similes and other figures of speech (*i. e.* the style) of the original. If it fails to do this, it fails so far to represent the author translated. When Virgil calls the two Scipios "the twin thunderbolts of war," or thus describes the death of Euryalus: "his sinking head droops over upon his shoulders, as when a purple flower, cut down by the plough, droops dying, or when the poppies, heavy with much rain, bend low their heads upon their tired neck"; what translation that omits the figures could claim to give the least idea of the original?

Oftentimes boys make a mechanical process of translating Latin and fail to see that what they read is literature. To them

it is the solution of an enigma. "My 1, 5, 9 are Latin verbs. My 3, 12 are adverbs. My 2, 4, 6, 7, 8, 10 are adjectives and nouns," &c., &c. To remedy this is absolutely essential. Let the boy be required *to close his book* and state *in his own language* the substance of what he has translated. When the whole lesson, *e. g.* a chapter in Cæsar, is translated, let some boy state the substance of the entire lesson. The teacher should comment on the ideas, facts, style, &c., &c., of the passages read, trying to interest the pupils in other matters besides constructions. It would be profitable to require a class to write out in their rooms, as a special exercise, a brief summary of some entire work, after reading it on recitation, as the first book in Cæsar, or Virgil, or one of Cicero's Orations. Translations should be written as well as oral. Once a week would not be too often for written translations. When an especially difficult chapter needs to be studied a second time (to be "given over again") it is well to require a written translation. After pupils have acquired ease in translating ordinary Latin, they should be taught to exhibit in their translations the subtler meanings of the Latin moods, tenses, cases, voices and numbers. A Roman orator could impeach the veracity of his opponent by merely using the subjunctive, or add the ideas of magnificence, power and majesty by the use of the plural number; by the careful use of a tense he could tell in one word that Troy had fallen to rise no more, or he could say, "I told you so" by using the dative. Cæsar is a good book to read first. It is clear, forcible and energetic. Besides, it is very interesting in matter as well as manner. Cicero should be read next, for he illustrates to a high degree the power of the Latin language in its moods, tenses, cases, &c., &c. If all boys went to college I should advise against the reading of Virgil in schools. As it is, Virgil should be read last; and in translating him full scope is afforded for elegance of taste, correctness of judgment, delicate sympathy and lively imagination. At the University I read the entire Æneid with the Junior Class, studying it not in its grammatical aspects nor solely for mental training; but as a great literary work of art, as an epic of

national character and destiny, and especially for the cultivation of a pure and elevated literary taste.

### TRANSLATING ENGLISH INTO LATIN.

This exercise affords a training that cannot be supplied in any other way. Besides the exercises in the text-books, pupils should make written English translations of Latin, and afterwards, under the eye of the teacher, re-translate the same into the original Latin. This is a much safer exercise than for the teacher to "make up" original matter or to give passages translated from other authors. The Latin that the class studies should be memorized occasionally, and all fine passages memorized.

### GRAMMAR AND DICTIONARY.

If pupils have faithfully committed to memory all the vocabulary in the first book studied (Gildersleeve, Bingham, or Harkness), and have learned to build up words on stems, to derive words and to analyze compound words, to associate kindred and similar ideas and to trace the development of ideas in the successive meanings of words, they will not need to employ the dictionary a great deal. As soon as possible pupils should learn to think out meanings for themselves, and to run to the dictionary as little as possible. Indeed, if a pupil gets the idea that a word suggests, he ought not to seek in a dictionary for the exact English equivalent of that word in that particular passage; he ought to seek for it in his own mind.

As to the grammar, it is clear, in my opinion, that pupils at elementary schools should commit to memory the exact words of the chief rules of syntax, but that exceptional cases and rules should not be memorized. For advanced pupils I think that principles are better than rules; but it is not safe to teach boys in this way. Their minds are not mature enough to grasp principles and they need the guidance of rules. Besides, it is good mental discipline to state clearly and correctly and understandingly a rule of syntax, and to be able to apply it. Advanced

pupils may be taught to construct for themselves small grammars by carefully selecting examples in syntax from what they read and deducing rules therefrom. Young pupils, of course, and beginners could not do this.

### SIGHT-READING.

It is a good plan to practise reading Latin at sight, carefully avoiding any help whatever, whether of notes, grammar or dictionary. For this purpose easy Latin is necessary at first, but, as soon as the habit of self-reliance is formed, it is wonderful how easy you can master passages of great difficulty. The Latin New Testament, Gesta Romanorum, and Viri Romæ are good books for beginners. In this work the mind is at full stretch. It is an admirable test not only of scholarship, but of mental readiness and power.

The great benefits to be derived from the study of Latin are the development of the mental faculties and the formation of a refined literary taste. Whatever system of study or instruction fails to develop the faculties of attention, perception, comparison, deduction, judgment, invention, memory and imagination, or to accustom the mind to self-reliance and self-exercise, or to plant in it a love of literature, fails to use the Latin language as an instrument of education. Besides these advantages, there are others, such as the beneficial effect upon our English style, the extension of our English vocabulary, and the acquaintance with geography, history, art and antiquities that is essential to every polished education. But the great object is mental training, the formation of good intellectual habits, and this should be remembered at every stage of the work.

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THE TEACHER who finds not pleasure in the pursuit of his profession, or in the action of his intellect, would better quit the profession at once, and engage in some other pursuit.—*G. Dallas Lind.*

## LUCK OR PLUCK—WHICH?

No doubt there is an element of luck in life. The world calls it luck, religious people call it Providence; call it what you will, it exists. But luck without pluck is of no use to any one, while pluck without luck has won many a great victory. The "tide which taken at its flow leads on to fortune" is useless if one has no muscle with which to handle the oars. Opportunity is no opportunity except for him who knows how to seize it. Lord Erskine had a grand chance when he was called on unexpectedly to plead the cause of a client as junior barrister before the full bench, but his chance would have been of no use to him if he had not possessed the courage to take advantage of it. David had the opportunity of his life-time when he came to camp and found the whole army quaking for fear at the challenges of the giant; but if a brave heart had not beat within his bosom and he had not by long practice acquired rare skill with the sling, the opportunity would have been naught and David unknown. Men are like horses; some can be driven only by whip and spur, others have the whip and spur within them and travel on the impulse of their own mettle. On the neck of the young man, says an Eastern proverb which Emerson quotes, "sparkles no gem so gracious as enterprise." Enterprise is one way of spelling pluck. "Energy of will," says Smiles, "self-originating force, is the soul of every great character; where it is, there is life; where it is not, there is faintness, hopelessness, and despondency"; and he quotes the proverb, "The strong man and the water-fall channel their own path." Energy is another way of spelling pluck.

Success is something done. It is won, therefore, by doing something. Neither dawdlers nor dreamers achieve success. It is easy to build air castles, but they are comfortless abodes in cold weather. There are persons who have wonderful vigor until the time of action comes; then, like Bob Acres's courage, it oozes out at their finger-ends. To hear them talk you would

imagine they were full of force, but they never set it to work. Their mouth is a safety-valve, and it is set to so low a head of steam that they never have any steam left to drive the machinery of life. It is not enough to be the architect of one's own fortunes; one must also be the bricklayer and hod-carrier, and put the fortune up layer by layer with painstaking and patience.

Neither do the dawdlers win success. Opportunity escapes them while they are thinking whether they will lay hold of it or not. We live in an age of steam and electricity; to live in such an age one must work like steam and think like lightning. There are some very good men who lie in bed in the morning thinking about getting up so long that they do not get to work until their more energetic and prosperous neighbors have half their chores done. Life in America starts with the promptness and runs with the celerity of a railroad train. It is necessary to get to the station on time. Some very good folk always get there just in time to see the train moving off. An ancient parable illustrates the fate that overtakes one who is both dreamer and dawdler. A young man in his slumber beheld an entrancing vision and white-robed angel of light who beckoned him to follow her. He waited, simply delighting himself in the beauty of the apparition. It grew more and more indistinct; just as it was fading from his vision he sprang to his feet and cried out, "Who art thou?" "Opportunity," came back to him as with the voice of an echo from the now unseen angel; "opportunity—once neglected never to return." Pluck neglects no opportunity. It knocks at every closed door and enters every open one.—*Christian Union.*

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THE MORAL impressions made by the indirect method of teaching need be supplemented by direct lessons bearing upon the same subject. In teaching morals the same laws prevail as in teaching other branches. The mind must first be trained to observe, compare and classify facts, and then to draw inferences from them.—*James Johonnot.*

[For The North Carolina Teacher.]

# A VOICE FROM THE RANKS.

BY ANOTHER ONE OF THE TEACHERS.

There are two sides to every question, and I am glad that "one of the teachers" has spoken upon the teacher's side of a serious question concerning the workings of our school system. A wise man said, long centuries ago, in speaking of book writers and book publishers, "of making many books there is no end," but I don't think that the weariness spoken of in the same connection results so much in our day from the number of books as from the yearly or semi-yearly revision of the text-books in our schools. If the principles taught in our books the present year are so very changeable as the frequent revisions seem to indicate, where is the great necessity of learning them thoroughly at all? Next season we will have to get new books or be content to crawl on behind.

Most of our text-books are so full of *models, analyses, illustrations, explanations, hints,* &c., that the pupils are cheated out of the opportunity of thinking for themselves. One result of this tendency to explain or simplify everything is that there is hardly a boy or girl in our schools that can commit to memory half a page and declaim it without breaking down. Prof. Doub remarked to me a few years before his death that it was almost a matter of impossibility to get boys to commit anything to memory of late years.

Ah! yes, "raise the standard." Better say, as "one of the teachers" suggests, "raise the pay," and the standard will take care of itself. Think of a teacher getting a "three or four months' school in the year" at a salary of twenty to forty dollars per month, and from that meeting all that is required of him. He must feed and clothe himself, buy books and keep posted as to each revised edition that comes out, go and be examined one or two days in each year, pay two dollars membership fee, five dollars railroad fare, and twelve dollars hotel

fare, or be denied the inspiring draught enjoyed by members of the North Carolina Teachers' Assembly.

He must in addition to this leave his farm or shop in July or August and spend a week, at an expense of one to three dollars per day, to attend a County Institute. This, or be denied a certificate to teach at all in the county. The teacher must go well-dressed, keep up a family, perhaps, and supply himself with new books. Where is the grandeur in such a system? There is quite a difference between attending to these things at an income of about five dollars a day and at an expense of one to three dollars a day. Yet the poor teacher of North Carolina must do this, in part at least, or the laws of the State say that he is not fit to teach in the public schools.

That "Superintendent" in the December TEACHER had no doubt been troubled a great deal. But there is the teacher's side to this question, too, as I have shown above. But there is another trouble with me. Our law says that school committeemen must not be interested as a teacher in a school, and yet there are County Superintendents who are principals of the leading schools in their county. Sometimes they examine their pupils and sometimes they do not before granting them certificates to teach, issuing the certificate upon their examination in school. Is that fair? Is it fair for a Superintendent to examine his own pupils for a certificate? If it is, why should not other teachers be allowed to do the same? When it gets to be a common remark, "If you want to teach school in this county, you must go to school a session at ——," it seems to me that the teacher who does not want to be driven to go where it will be attended with great inconvenience and expense to him has strong claims upon our sympathy, to say the least. Of course, teachers in towns and cities where there are graded schools are exceptions. I am writing in reference to the public school teachers in the country. And I would make the further remark, that country superintendents are mortals as well as the rest of us. I think there are many objections to this iron rule of frequent examinations and I am glad the editor has spoken against it.

[For The North Carolina Teacher.]

# "WHAT WOULD YOU DO?"

BY D. L. ELLIS, PRINCIPAL PROGRESSIVE INSTITUTE, DUNN, N. C.

In a late issue of THE TEACHER questions were asked as to how one should take cheese from a plate and what disposition should be made of the knife and fork when passing the plate for food a second time. THE TEACHER disposed of the queries in a practical and sensible way, as it does of every other matter. But the questions set me "a-thinking" upon the utility of etiquette in general, and I will venture a few thoughts upon some topics of interest in this connection.

All the principles and practices of table etiquette, or any other branch of social ethics that deserves the notice of thoughtful people, have a practical utility, an under-current of common sense and reason, as their basis. As to the questions above noticed, I should prefer to take cheese from a plate with my fingers, unless the article were very oleaginous—which is rarely the case—because it can be done more gracefully and quickly than with a fork. As to passing the plate to be helped and removing the knife and fork, I think it wholly unnecessary to do either, for at a well ordered table, or any other, for that matter, there is really no necessity for passing the plate, the guests being helped by the servants, or the supply dishes being handed bodily to all those present. Certainly there is little more excuse for passing one's plate for a second biscuit—the latter rarely ever being thought of.

Some people will persist in eating with a knife, to the imminent risk of enlarging the size of the mouth, and to the disgust of all the civilized guests at the table. I believe that a savage, from the wilds of Africa, having given to him a knife and a fork to eat with, would instinctively use the fork to feed himself with in preference to the knife. It requires no argument to show that it is easier to use a fork in eating than to use a knife, yet the clash of cold steel against the helpless teeth is heard around many a board where "they know better."

Common sense tells us to sip (without noise) our tea or coffee from the side of our spoon and not parade it after the manner of the juggler who swallows the sword, or to drink the beverage, when cool enough, from the cup instead of from the saucer; common decency prevents us from blowing upon our soup or other food to cool it; regard for the rights and feelings of others restrains us from gazing at our *vis a vis* at table as if we wished to count the strokes of his molars upon the mouthful of steak; delicacy of feeling causes us to hand gently any article of food to our companions instead of giving the dish a savage pull or push that fairly startles a timid person; and a hundred other commonplace observances all are the result of the desire of careful, intelligent people to minister to the comfort and enjoyment of those whom they may entertain.

I might mention this as a prime essential in all observances at table, and the same applies anywhere else equally as well: *Let all your movements be made with as little noise and display as circumstances will permit, remembering always that etiquette* (all of it that is worth a penny) *is only common sense systematized, and let quick discernment model your acts in individual instances according to the condition of the case under consideration, being careful never to sacrifice utility for so-called æsthetics.*

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It must be deeply impressed upon the mind of the child that it is *unjust* for *one* to do what all may not properly do. The school is a little community; here should be taught the fundamental principles of true liberty and civil government. Let the pupils feel that you are willing to give them the greatest liberty consistent with the general welfare. Teach them that the boy or girl who attracts the attention of a seat-mate by whispering to him is infringing upon the rights of others. When this lesson is learned a great step has been taken toward the accomplishment of our purpose—the abolishment of whispering.—*J. B. Estee.*

[For The North Carolina Teacher.]

# SOME SUPERINTENDENTS.

BY A TEACHER.

"Some Teachers" has been widely, and we think deservedly, discussed. Now, brethren, look at the other side of the picture, while we tell you just what *we* think of some Superintendents.

We know a good Superintendent (is it you?) who is enthusiastic in his work, but has a few little "beams" in *his* eye. We think, in the first place, that he holds himself too much aloof from his teachers. We heard a young teacher, who is wide-awake to the work, say: "I am afraid our Superintendent doesn't like me." The truth is, he is so afraid that he will be accused of partiality that he doesn't encourage his worthy teachers as much as he should. If one of them happens to have had superior advantages, and has used them judiciously, he doesn't seem to appreciate it, lest some will feel badly. If this "equality principle" is right, why need any strive for higher accomplishment? In our weak judgment we think this a poor way to encourage those who aspire to higher education, or to awaken new aspirations in the sluggish, unambitious ones. We think when young teachers *are able* to have school advantages, and do not make use of their time and means to acquire an education that will fit them for high positions of usefulness, in and out of school, they have no right to be screened in that way.

Education has come beautifully within reach of all who are determined to have it, but none need expect to reach it without personal effort and much self-sacrifice. All public teachers look up to the Superintendent as the grand head of public school work; hence, a word of encouragement or a smile of approval from him is of untold value to the young teacher who is struggling on to higher achievements.

We are sure that if our Superintendents "sow liberally they will reap bountifully." Let them bravely point their teachers to the "top round of the ladder," leaving those who lag behind to "feel badly" or persevere!

[For The North Carolina Teacher.]

## SILENCE.

BY MARGARET MALONE.

Miss Amelia Barr seems to bow wholly at the shrine of Silence. We think her view of the matter needs to be modified. We agree with her that there *are* times when it is good to be silent, but we prefer the "soft *answer*" at all times and on all occasions. There is a kind of stubborn incivility about no answer at all that is exasperating, to say the least, and we have the Divine assurance that the "soft answer" is better to "turn away wrath."

While we detest incessant, empty croaking, we think nothing is gained by hiding our ignorance behind a cloak of silence. It is far better to expose our ignorance if thereby we open the way to get information. What if all should be silent? Would any be edified or enthused? Why are we blessed with the gift of speech if we are not to use it?

Kind, comforting words are like dew-drops on hearts withered by affliction, and should we not "speak gently to the erring ones"? If we are impressed with a kind or useful thought it must be our duty to give it utterance.

"What are ocean's fairest pearls,
If in ocean's bosom lying?
What are kindest thoughts and feelings,
In the heart's deep recess dying?"

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In the great scramble for life there is a notion at the present moment of getting hold of as much general superficial knowledge as you can. That, to my mind, is a fatal mistake. On the other hand, there is a great notion that if you can get through your examination and "cram up" a subject very well, you are being educated. That, too, is a most fatal mistake. There is nothing which would delight me so much, if I were an examiner, as to baffle all the "cramming" teachers whose pupils came before me.—*Anon.*

# IN THE SCHOOL-ROOM.

## KEEP TRYING.

If boys should get discouraged,
At lessons or at work,
And say, "There's no use trying,"
And all hard tasks should shirk,
And keep on shirking, shirking,
Till the boy became a man,
I wonder what the world would do
To carry out its plan?

The coward in the conflict
Gives up at first defeat;
If once repulsed, his courage
Lies shattered at his feet.
The brave heart wins the battle,
Because, through thick and thin,
He'll not give up as conquered—
He fights, and fights to win.

So, boys, don't get disheartened
Because at first you fail;
If you but keep on trying,
At last you will prevail;
Be stubborn against failure;
Try! Try! and try again;
The boys who keep on trying
Have made the world's best men.

—*The Advance.*

## PIANO POUNDING.

I don't like your chopped music, any way!

That woman—she had more sense in her little finger than forty musical societies—Florence Nightingale, says that the music you *pour* out is good for sick folks, and the music you *pound* out isn't.

Not that exactly, but something like it.

I have been to hear some music pounding.

It was a young woman, with as many white muslin flounces round her as the planet Saturn has rings; that did it.

She gave the music-stool a twirl or two, and fluffed down on it like a whirl of soap-suds in a hand-basin.

Then she pulled up her cuffs as if she was going to fight for the champion's belt.

Then she worked her wrists and her hands—to limber 'em, I suppose—and spread out her fingers till they looked as though they would pretty much cover the keys from the growling end to the little squeaky one.

Then these two hands of hers made a jump at the keys as if they were a couple of tigers coming down on a flock of black and white sheep, and the piano gave a great howl as if its tail had been trod on.

Dead stop—so still you could hear your hair growing.

Then another jump and another howl, as if the piano had two tails and you had trod on both of them at once, and then a grand scramble and string of jumps, up and down, back and forward, one hand over the other, like a stampede of rats and mice more than like anything I call music.

I like to hear a woman sing, and I like to hear a fiddle sing, but these noises they hammer out of their wood and ivory anvils —don't talk to me.

I know the difference between a bullfrog and a thrush.—

—*Oliver Wendell Holmes.*

## CHILDREN'S LETTERS.

The editor has been favored with a few more very entertaining letters from his little friends throughout the State. These letters, coming from such young children, show evidences of careful training by their teachers and attention on the part of the pupils.

The first is from a little girl in Miss Annie H. Moore's school at Teachey's N. C.:

TEACHEY'S, N. C. March, 19, 1888.

DEAR SIR:—I am a little girl and I am attending Teachey's Female Institute. My name is Coy Bland. I am nine years old. I have been going to school since October. I study Harrington's Speller, Holmes' 2nd Reader and write sentences and letters on the black board, and my teacher says, I am so smart she wishes me to write to you. My little class-mate is Sue Teachey. We have a nice school and a number of young ladies. I like my playmates and teacher. We were to give an entertainment Christmas, but our teacher was sick and we did not have it until Jan. 17th. We had a fine time and our teacher said we did well. I am sleepy so I will close my letter. Good night.

Your little friend,

COY BLAND.

This is from a little boy who has solved the "Knife Problem":

ASHLAND, N. C. 3. 12. 88.

DEAR SIR:—I am a little boy not yet ten. I go to school to Miss Phœbe Ragland in Rockingham, just across the line. I worked your example in the last TEACHER without any aid, and no one has criticised my analysis. Hope it is correct.

One boy paid 5cts. the other 25cts. Analysis—30=5 x 5=25+5=30.

Respectfully,

GEO. G. RICE.

The following letter is from a little girl only eight years old, a pupil in Miss Rena Boyd's school at McFarlan, and it is just as it came from the child's hands:

MCFARLAN, N. C., Oct. 31, 1888.

DEAR MISS RENA:—I thought I would write you a few lines to let you know how I am to day. I am so sorry that I got a mark and I know you are sorry too, and I am not got but one the rest have got 16 and 14 and 3 and 4 and 5 and I am so sorry that I got one mark but the rest have got more than

I am. Attie said that Dosia made her make a blot and Dosia said he did not but Attie said he did. I think you are a sweet little woman and I know pa do and I know ma do and I know Attie do, and I know T. do, and I know I do, so all of our family do. I wish you would correct me when I make a mistake in my letter, will you? And I want you to keep me in when I miss my lesson but don't keep me in if you don't keep the others in when they miss their lesson, but I am going to study and learn my lessons good and I am going to try to not stay in. I am so sorry when I miss my lessons. I will close. Write to your niece, MAMIE TIMMONS.

## THE "KNIFE PROBLEM."

The question as to the cost of the two knives submitted in February to the children in the schools has been answered correctly by Troy Fort, a little girl aged nine years, in Miss Mary Battle's school at Forestville; Henry Ferguson, aged ten years, and John Ferguson, aged seven years, in Miss Kate Ferguson's school at Neuse; Wade H. Williams, aged ten years, Cedar Run; Henry Burgess, aged eight years, in Mr. Edgar D. Burgess' school, Shiloh, N. C. The first answer being received from Troy Fort, the prize box of drawing pencils was sent to her. We thank these little folks for their good work. The solution by Troy is contained in her letter, as follows:

FORESTVILLE, N. C., March 8, 1888.

DEAR MR. HARRELL:—I am a little girl just nine years old. Miss Mary Battle, my teacher takes THE TEACHER, and last night she saw in it an example about two knives. I thought I would try to work it and send it to you. If two knives cost 30 cents, one would cost 5 times 5 which is 25. That is the square of it and the square root of 25 is 5 and 25 and 5 make 30. So one knife costs 25 cents and the other 5 cents. I think it is very improving to little girls to try such things. I did this example by myself. I like to go to school very much. I study Arithmetic, Grammar, Geography, History, Speller and Reader, but I like Arithmetic the best. I have two sisters and three brothers. Respectfully,

TROY FORT.

DO THE BEST you can for those large boys who are in school but a short portion of each year.

## THIRTY GEOGRAPHICAL COMPARISONS.

1. California is the second largest State.
2. Nebraska is more than twice the size of Indiana.
3. Michigan and Florida are the same size.
4. Texas is four times as large as the New England States.
5. Dakota is larger than England, Ireland and Scotland together.
6. The population of London, England, is equal to that of all Canada, or that of New York State, including its cities.
7. Kentucky and Portugal are about the same size.
8. California is nearly five times as large as Ireland.
9. The island of Cuba and the State of Tennessee are equal in area.
10. Brazil is nearly as large as the United States, but the population of the latter is six times that of the former.
11. The populations of Canada, New York State, Ireland and Belgium are about the same.
12. If all the people of Canada and of the United States were placed in the State of Texas the number of persons to the square mile would be fewer than at present in China.
13. The population of Canada is double that of Australia.
14. Colorado is as large as New York, Pennsylvania and New Jersey together.
15. It would take ten States as large as Massachusetts to make a State as large as Kansas.
16. There are more people in the cities of New York and Brooklyn than in the State of Massachusetts, including its cities.
17. There are as many people in the city of Chicago as in Connecticut.
18. There are twenty-seven States and Territories each larger than New York.
19. Oregon is equal in area to New York and Pennsylvania.
20. Massachusetts is smaller than either New Hampshire or Vermont.

21. Minnesota is twice the size of Ohio.

22. The three States bordering on the Pacific are larger than the thirteen States bordering on the Atlantic.

23. Montana is thirty times larger than Connecticut.

24. Dakota is four times a large as Indiana.

25. Iowa is five times as large as Belgium, and four times as large as Denmark.

26. Maryland and Switzerland are about the same size.

27. Michigan is twice as large as Scotland.

28. The area of the Dominion of Canada is almost equal to the area of the United States, including Alaska.

29. Texas is as large as France, Holland and Belgium together.

30. There are nearly as many people in the city of Philadelphia as in the State of Kansas.—*School Supplement.*

## THE NATURAL TEACHER.

The natural teacher in a normal condition is progressive in her character and wide-awake to every tried and true method that is calculated to improve herself as a teacher or the pupils under her charge. You will find her attending all teachers' meetings that are held in her neighborhood. You will find her name among the first to enroll at the Normal Institute. You will find her owning and reading good books on teaching and on other progressive subjects. You will find on her table one or more leading school journals that are actively preparing the way for still better work in our schools. She asks no favors, but stands squarely on her merits, willing to win her way to a position she richly deserves to fill. Her reports are neat, orderly and correct. What a blessing it would be to the human race if some beautiful inspiration would call only such into the schoolroom. And an equal blessing might be noted if a bachelors' association might be formed and successfully operated to marry all the unnatural and abnormal teachers out of the profession.—*Exchange.*

## THE LESSON OF THE FLOWERS.

These flowers are God's own syllables;
They plead so lovingly, they lead
So gently upward to His hills;
If we might only learn to read!
If we might only learn to read and know
Christ's book of eighteen hundred years ago!

I think we then should all rejoice,
Should know the beauteous mysteries,
Should joy with one wide common voice
As joy the great earth-circling seas!
Could we but read as Christ would have us read,
We then might know the living God indeed!

And this the lesson, this the book
That lies wide open now and then.
Come, read one syllable, come look
How broader than the books of men!
Come, catch the pathos of this harmony
Of beauteous toil—then all the world is free!

## FOR AMBITIOUS BOYS.

A boy is something like a piece of iron, which in its rough state isn't worth much, nor is it of very much use; but the more processes it is put through the more valuable it becomes. A bar of iron that is worth only $5 in its natural state is worth $12 when it is made into horseshoes; and after it goes through the different processes by which it is made into needles, its value is increased to $350. Made into penknife blades it would be worth $3,000, and into balance springs for watches $250,000. Just think of that, boys, a piece of iron that is comparatively worthless can be developed into such valuable material!

But the iron has to go through a great deal of hammering and beating, and rolling and pounding, and polishing; and if you are to become useful and educated men you must go through a long course of study and training. The more time you spend in hard study the better material you will make. The iron does not have to go through near the process to make horseshoes as it does to make the delicate watch-springs, but think how much less valuable it is. Which would you rather be, horseshoes or watch-springs? It depends on yourself. You can become whichever you will. This is your time of preparation for manhood.

Don't think that I would have you settle down to real hard study all the time without any intervals of fun. Not a bit of it. I like to see boys have a good time, and I should be very sorry to have you grow old before your time; but you have ample opportunity for study and play, too, and I don't want you to neglect the former for the sake of the latter.—*Christian at Work.*

## SUGGESTIONS TO TEACHERS OF GRAMMAR.

The teacher should make constant use of the school reader and other text-books in teaching grammar.

Let the teacher watch the every-day speech of his pupils, and allow them to use no improper contractions or wrong pronunciations.

Exercises in supplying omitted words are of great value. Dwell upon such exercises until pupils can readily supply the words necessary to complete the sense.

Pupils should be trained from the beginning to prepare the written work neatly. They will soon form the habit of doing so if they are properly taught, and their work will become a pleasure.

The blackboard can be used as freely and as advantageously in the grammar class as in the arithmetic class.

Do not make parsing the end of the study of grammar. In fact, do not teach parsing at all.

The language of the pupils should be constantly watched and their errors of speech corrected.

Get your pupils to write about what they are interested in, to narrate what they actually did, and to describe what they actually saw.

Never permit any careless work. See that pupils write sentences for the sake of the thought to be expressed.

Events of interest frequently occur in the neighborhood of the school, and these furnish the best subjects possible for composition. Give pupils every opportunity to describe real occurrences.

The arrangement, punctuation, capitalizing, etc., of every part of a letter, should be fully illustrated on the blackboard. Models of the different parts should be put on the blackboard for the pupils to copy.

Exercises should be given from time to time throughout the school year to develop the pupil's ability to express his thoughts in the form of letters. Always keep in mind that letter-writing is the most generally practised, and to nearly all persons the most important, of all kinds of written composition.—*School Supplement.*

## WHAT BOYS SHOULD KNOW.

Don't be satisfied with your boy's education or allow him to handle a Latin or Greek book until you are sure that he can:

1. Write a rapid business hand.
2. Spell all the words he knows how to use.
3. Speak and write good English.
4. Write a good social letter.
5. Write a good business letter.
6. Add a column of figures rapidly.
7. Make out an ordinary account.

8. Deduct any specified per cent. from the face of it.

9. Receipt it when it is paid.

10. Write an ordinary receipt.

11. Write an advertisement for the local paper.

12. Write a notice or report of a public meeting.

13. Write an ordinary promissory note.

14. Reckon the interest or discount on it for days, months or years.

15. Draw an ordinary bank check.

16. Take it to a proper place in a bank to get it cashed.

17. Make neat and correct entries in your day-book and ledger.

18. Tell the number of yards of carpet required for your parlor.

19. Measure the pile of lumber in your shed.

20. Tell the number of bushels of wheat in your largest bin, and the value of it at the current price.

21. Tell you something about the great authors and statesmen of the present day.

22. Tell you what railways he would take in making a trip from Raleigh to San Francisco.

If he can do all this and more, it is likely that he has sufficient education to enable him to make his own way in the world.

If you have more time and money to spend upon him, all well and good, give him higher English, give him literature, give him mathematics, give him science, and if he is very, very anxious about it, give him a little Latin and Greek, or whatever else the course he intends pursuing in life demands.—*Shelby Aurora.*

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THE TEACHER should observe closely the results of his plans and note where they are successful and where a failure, and should govern his future accordingly. Let him review each evening the work of the day and try and find a mistake he has made, and resolve to do better the next day.—*G. Dallas Lind.*

# NORTH CAROLINA TEACHERS' ASSEMBLY.

## SOUTHERN STATE SUPERINTENDENTS.

The Assembly extended an invitation to all the State Superintendents of Public Instruction in the South to visit Morehead City during the coming session and confer upon matters of interest to our school systems before the next Legislature convenes. It is a pleasure to state that the meeting is so heartily approved by these educational leaders of the South, and all express a desire and intention of being present on that occasion. The following letters have been received concerning the meeting:

DEPARTMENT OF EDUCATION,

MONTGOMERY, ALA., March 2, 1888.

DEAR SIR:—Your kind invitation of 29th ult. to hand and appreciated. Your letter will be kept on hand and if I find I can possibly attend I will gladly do so. I am in sympathy with you in your move and thank you for your kind offer.

Yours truly,

SOLOMON PALMER,
*Superintendent of Education.*

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DEPARTMENT OF PUBLIC INSTRUCTION,

RICHMOND, VA., March 9, 1888.

E. G. HARRELL,
*Secretary Teachers' Assembly, Raleigh, N. C.:*

DEAR SIR:—I have the honor to acknowledge receipt of your valued favor of the 29th ult. I very heartily approve of the plan to hold a meeting of State Superintendents for the consideration of questions relating to the school system in our Southern States. Of course no sectional feeling suggests any such plan. But the conditions touching public school work in the South are so different from what they are in the North and West that the same policy cannot be successfully pursued in all.

I shall not fail to attend the meeting if I can find it at all practicable to do so. I am *ex officio* a member of five boards of visitors of State institutions. Their meetings (annual) all occur in June. Some of them this year will be specially important meetings. I fear some of them may conflict with the meeting at Morehead City. If not, I shall be pleased to attend.

Very truly yours,

JNO. L. BUCHANAN,
*Superintendent Public Instruction.*

OFFICE OF SUPERINTENDENT PUBLIC INSTRUCTION,
FRANKFORT, KY., March 5th, 1888.

MR. E. G. HARRELL,
*Secretary of North Carolina Teachers' Assembly, Morehead City, N. C.:*

DEAR SIR:—In reply to your courteous invitation of the 29th ult.:

1. It has been an object near my heart for years to meet in session with the school officers of the Southern States for the purpose of devising ways and means to improve the school systems of the States.

2. What is the programme for the proposed meeting at Morehead City? If within my power I shall be with you on the occasion.

3. Would it not be well to hold our next session in the very heart of the South, say at Atlanta, which would readily command, from its geographical and commercial position, with its educational character, a large attendance? We must inaugurate a Southern Educational Assembly.

The proffered hospitality, with the privilege of ocean billows and ocean breezes, is cordially appreciated.

Very respectfully,

JOS. DESHA PICKETT,
*Superintendent Public Instruction.*

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OFFICE OF STATE SUPERINTENDENT OF EDUCATION,
COLUMBIA, S. C., March 5th, 1888.

DEAR SIR:—I thank you very kindly for the invitation to visit your teachers and the Superintendents at Morehead City June 20 and 21. It will give me great pleasure to be there. There are indeed many and grave questions before us that require solution. With best wishes and many thanks,

Very truly,

JAMES H. RICE,
*Superintendent of Education.*

*To E. G. Harrell, Esq., Secretary N. C. Teachers' Assembly.*

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DEPARTMENT OF FREE SCHOOLS,
CHARLESTON, W. VA., March 3, 1888.

EUGENE G. HARRELL, ESQ.,
*Raleigh, N. C.:*

DEAR SIR:—Your favor of the 29th ult. inviting me to attend a general meeting of the State Superintendents of Public Instruction in the South at Morehead City, N. C., on June 20 and 21, during the session of your Teachers' Assembly, has been received. I shall be delighted to attend, and, if possible, will be present. I trust your meeting will be abundantly successful.

Very truly yours,

B. S. MORGAN.

DEPARTMENT OF EDUCATION,

JACKSON, MISS., February 28, 1888.

EUGENE G. HARRELL, ESQ.:

MY DEAR SIR:—With thanks for your kind invitation, allow me to say that it will give me great pleasure to meet my fellow-Superintendents of the South at Morehead in June. At present I see no obstacle in the way, and I assure you that I will be present if I can.

Yours truly,

J. R. PRESTON.

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DEPARTMENT OF EDUCATION,

AUSTIN, TEXAS, February 29, 1888.

MR. E. G. HARRELL,

*Secretary of Teachers' Assembly:*

MY DEAR SIR:—I have the honor to acknowledge the receipt of your kind invitation to attend your Teachers' Assembly, to be held at Morehead City from June 13 to 29. If possible, I shall be present. I am satisfied that a meeting of the State Superintendents of Public Instruction will result in much good to the cause of education in the South.

Very respectfully,

OSCAR H. COOPER,

*State Superintendent Public Instruction.*

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OFFICE OF STATE SCHOOL COMMISSIONER,

ATLANTA, GA., March 2, 1888.

EUGENE G. HARRELL, ESQ.,

*Secretary Teachers' Assembly, N. C.:*

DEAR SIR:—Your very pleasant letter conveying the invitation of the Teachers' Assembly of North Carolina to me to be present at a proposed convention of the State Superintendents of Education in the South, to be held at Morehead City on June 20 and 21, is before me, and is warmly appreciated. I cordially accept the invitation, and, Providence permitting, will be with you on that occasion to take my humble part in a convention which I believe, as I sincerely trust, will prove of immense advantage to the cause of education in our glorious Southland.

Thanking you and the Assembly for your kind and highly valued invitation, I have the pleasure to subscribe myself the earnest well-wisher of the wise step you have thus proposed and am,

Yours very truly,

JAS. S. HOOK,

*State School Commissioner for the State of Georgia.*

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EVERY NORTH CAROLINA teacher should *believe* in North Carolina, *talk* for North Carolina, and *work* for North Carolina.

SINCE THE February issue of THE TEACHER the Assembly has received liberal donations towards the building fund as follows: Messrs. Harper & Bros., New York, $100; Messrs. J. B. Lippincott Co., $100.

FRANK LESLIE'S ILLUSTRATED NEWSPAPER will publish an illustrated description of the ceremonies of laying the corner-stone of the Assembly Building, and a special artist will go down to Morehead City on May 1st to make the views.

SEND THE annual dues to the Treasurer, Professor D. L. Ellis, Dunn, N. C., and secure the Certificate of Membership for 1888. If you are not already a member of the Assembly, send recommendation of County Superintendent to the Secretary with your application.

THIS ISSUE of THE TEACHER has been delayed so that the programme of the Assembly could be sent out with it. We are sure that all will agree that it is the most attractive programme ever offered by the Assembly, and it will be enjoyed in the highest degree. Send the Secretary a list of names of your friends to whom you want copies of the programme forwarded.

MESSRS. WILLIAM KNABE & CO., of Baltimore, the celebrated manufacturers of fine pianos, through their general agent, Mr. N. H. Bennett, have kindly loaned to the Assembly for use during the coming session one of their best grand square pianos and a superb cabinet organ. These instruments will be placed in the Assembly Hall and will be used in all the exercises of the session and in the literary and musical entertainments.

THE CORNER-STONE of our Assembly Building will be placed in position on Tuesday, May 1st, and the occasion promises to be one of the grandest ever seen in the Southern States. For the first time in the history of our country the teachers have erected a suitable house for their work, and, to our pride, it is North Carolina teachers who first undertake and complete such a building. The corner-stone is of fine marble, three feet square, made in two parts so that the upper one closes the box containing the articles deposited in the vault.

THE TEACHERS' ASSEMBLY is now a corporate body, having been legally incorporated on March 15th, as set forth in the following plan:

INCORPORATION.

NORTH CAROLINA, WAKE COUNTY. } SUPERIOR COURT.

I, Chas. D. Upchurch, Clerk Superior Court, do hereby give notice, in accordance with law, that I have this day incorporated "The North Carolina Teachers' Assembly." The object of the Assembly shall be to enable the teachers and friends of education to meet for the discussion of educational questions; to give them an opportunity of hearing the opinions and methods of distinguished specialists in the various departments of the teacher's work; to aid teachers in securing situations, and to afford the means of combined action in obtaining such educational legislation as the best interest of the State may demand.

The principal place of business is Raleigh, North Carolina.

The duration of the corporate existence is thirty years.

No member shall be individually liable for the debts or liabilities of the corporation.

The names of the incorporators are Eugene G. Harrell, Richard H. Lewis, Edwin A. Alderman, David L. Ellis, M. C. S. Noble, George T. Winston, Henry Louis Smith, W. L. Poteat, T. M. Jones, Claud B. Denson, Charles D. McIver, J. A. Holt, W. A. Blair, F. P. Hobgood, N. C. English, Robert Bingham, George Allen and S. E. Gidney.

CHAS. D. UPCHURCH,

March 15, A. D. 1888. *Clerk Superior Court.*

THE SECRETARY has received many expressions of opinion as to the next choice by the Assembly of a presiding officer. The following is an extract from a recent private letter:

Who will be the next President of the Teachers' Assembly? President Alderman, who has given such universal satisfaction as our presiding officer, is not eligible to a re-election by Constitutional limitation. I think that Prof. George T. Winston is the very man for the place if he will accept it. He is one of our ablest teachers and most brilliant scholars. He is a man of fine address, is always ready, and would make a fine presiding officer.

He is one of the best friends that the Teachers' Assembly has had, having attended nearly every session of the Assembly and having given numerous addresses of an exceedingly popular nature.

He is a member of the University faculty, and will therefore represent a part of the profession that has heretofore been unrepresented in the Presidency of the Assembly, namely, the college element.

Capt. Fray was principal of a high school for boys; Dr. Lewis is principal of a male and female school; Prof. Alderman is principal of a graded school, and it would be in the natural order of things to select as the next President a representative of the male colleges.

More than all these things, there is no man in the State who would bring to the position and to the Assembly more strength and dignity before the people of the State, as he is so well known and so popular at home and abroad.

What do you think about it? I think the mention of his name would suggest to all who know him his peculiar fitness for the position.

We have been very fortunate so far in our selection of presiding officers and it is not likely that the Assembly will make a mistake next time. But I think that Prof. Winston is by all odds the man who possesses most of the qualifications desirable in the President of the North Carolina Teachers' Assembly.

THE PRIVILEGES of attending the Assembly are offered to the public as heretofore. Thus any friend of education may become a member of the organization and enjoy this annual sojourn at Morehead City with the teachers. All persons who are not "actively engaged in teaching" are classed as associate members and must make application for membership in the following form:

Date .....188...

EUGENE G. HARRELL,

*Secretary, Raleigh, N. C.:*

I hereby make application for membership in the North Carolina Teachers' Assembly, and if accepted will try to attend the coming session at Morehead City. Fee $..... enclosed.

Signed.....

Post-office.....

County .....

State.....

*Recommendation of County Superintendent:*

This applicant is socially acceptable and is a consistent friend of education, and I recommend that membership be granted.

Signed.....

County Sup't ..... County.

Teachers who desire to become members, and all persons who are already members, need not use this prescribed form, but may simply forward the annual fee to the Secretary or Treasurer for the Certificate for this year, which entitles the holder to all reduced rates at hotels and on railroads.

# EDITORIAL.

## THE NORMAL COLLEGE AGAIN.

THE WHOLE State is waking up to the importance and necessity of our "North Carolina Normal College." The editor has obtained by letter, personal conversation and otherwise the opinion of over a thousand persons concerning the measure and has not yet found a single *North Carolinian* who did not heartily approve the establishment of the college and most cordially give his consent to endeavor to secure the passage of necessary laws for founding the Normal College. The pages of THE TEACHER are freely open to any North Carolina teacher, friend of education or public-spirited citizen of the State who can show even *one* good reason why our educational system should not have the Normal College, and have it at once. With the combined influence of the Teachers' Assembly and the Normal College to attract desirable people to our State as permanent residents we will soon see the "Old North State" proudly occupy the post of educational honor and prosperity in the line of all the States of the South, to which position she is justly entitled.

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DO YOU ENJOY reading the plans and methods of other teachers? If so you may be sure that your fellow-teachers will also enjoy reading suggestions from you and your methods of work. Don't think your plans are too simple or plain, but if they bring good results in your school send them to THE TEACHER and thus let others have the benefit of them, and by this active interchange of ideas all will be improved. Every teacher likes to have plans suggested which come direct from the schoolroom and are not the untried theories of some fertile brain, as are found in many of the so-called books on teaching.

Our State Superintendent of Public Instruction is preparing for the information of the people a series of excellent and very thoughtful articles upon the public schools of North Carolina. We regret that our space forbids our reprinting these papers entire, but we are gratified to see that the press of the State is giving them liberal circulation, and in that way we hope every teacher in North Carolina, and every voter also, may have access to the information which the articles contain. The people have long wanted to know more of the workings of our public school system, and much thanks are due to Major Finger for so liberally and promptly responding to this desire. The man who carefully reads and considers the points presented by the State Superintendent cannot be anything but a strong friend to the schools and a warm supporter of all proposed measures towards increasing their efficiency.

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[For The North Carolina Teacher.]

## "LATIN IN THE PUBLIC SCHOOLS."

[This communication gives the substance of several letters which have come to The Teacher upon this question, and as it came too late for a place among contributed articles it is put in the editorial department.—Editor.]

The teachers of the State are now greatly interested in the question, "what shall the public schools teach?" There is a rapidly increasing sentiment against extending the course of instruction beyond the subjects provided for in the laws of North Carolina and for which the taxes are levied. It is not intended that the public schools shall be turned into an academy or prepare pupils for the University by the introduction of the classics and higher mathematics, nor is the teacher in a public school required to be examined upon these subjects. When such an examination is demanded it is going ahead of the law and the provisions of the Constitution, and to that extent is creating opposition to our public school system. The pupils in Latin,

Greek and Algebra should go to the private schools or be required to pay extra for this extra instruction if it is furnished in the public school supported by public tax. It is to the interest of the State and country that our high schools, academies and seminaries be sustained, and our wise law-makers saw this and provided for it in the public school system which they established without conflict with any private educational institutions. I am glad to see that the editor of THE TEACHER has spoken so candidly on this matter, for his views have faithfully represented a very large element of our educational interest.

## ABOUT OUR SCHOOLS AND TEACHERS.

MR. F. P. HALL is principal of Edenton High School.

MR. W. M. SHAW is teaching at Kenansville, Duplin county.

MISS MARY J. WELLS is teaching at Wallace, Duplin county.

MISS LUCY JURNEY is teaching at Snow Creek, Iredell county.

MR. J. D. BELK is teaching at Belk's Academy, Union county.

MISS ADDIE M. BELK is teaching near Waterloo, Union county.

MISS LULA MYERS is teaching at Laurinburg, Richmond county.

MRS. S. F. JOHNSON is teaching at Barclaysville, Harnett county.

MR. FRED. G. TUTEN is principal of Stonewall Academy, Pamlico county.

MISS RENA BOYD has a good primary school at Polkton, in Anson county.

MR. C. H. JAMES is principal of Oak Grove Academy, Keelsville, Pitt county.

MR. A. P. DAVIS is principal of Fair View Seminary, Trap Hill, Wilkes county.

GREENSBORO FEMALE COLLEGE will graduate thirty-two young ladies in June.

JUDGE CLARK will deliver the address at the University commencement, June 6th.

THE TRUSTEES of Wake Forest College will spend $2,000 more in improvements.

MR. S. R. P. DAVIS and wife have opened a school at Bostic, Rutherford county.

MISS ANNIE THOMPSON, of Brambleton, Va., is teaching at Tulls, Currituck county.

MR. F. B. BROWN, A. M., is principal of Enochsville High School, Rowan county.

MRS. MAMIE HATCHER'S school, Woodland Academy, Johnston county, closed on March 23 with a very successful exhibition. The next term will begin July 18th.

Mr. W. J. Matthews, A. M., is principal of Shawboro High School, Currituck county.

Rev. Luther McKinnon, President of Davidson College, is reported as improving in health.

Moravian Falls Academy, Wilkes county, Rev. G. W. Greene, Principal, has an enrollment of 110.

Miss Florence Byrd, of Harnett, has taken charge of the school at Princeton, Johnston county.

Mr. W. C Allen (Wake Forest College) is principal of Jamesville High School, Martin county.

Miss Mamie Kinzey is principal of Mills River Academy in Henderson county. The prospects are bright for a good school.

Trinity College will have Dr. Talmage to preach the sermon and Senator Blair to deliver the oration at its next commencement.

Rev. R. T. Vann, of Wake Forest, will deliver the annual sermon and address before the graduating class of Thomasville Female College in May.

Mr. S. E. Williams, of Lexington, and Rev. J. L. Murphy, of Maiden, will deliver the addresses before the Societies of Catawba College in May.

Mrs. V. L. Pendleton has accepted the principalship of the Warrenton Male Academy for the remainder of the term, vice Capt. John E. Dugger, deceased.

Miss Agnes Hewitt, of Maysville, Jones county, has just closed a successful term of her school at Riverdale, Craven county. Twenty three pupils were enrolled.

Bethel Academy, near the Forks of Pigeon, is a flourishing school of 60 pupils, in charge of Rev. R. A. Sentell, Superintendent of Public Instruction for Haywood county.

Mr. W. E. Young, Principal of Cherry Grove Academy, East Durham, is to be congratulated in securing Miss Verlester Rhodes (Nashville Normal, 1887) as his assistant. Enrollment 126.

Parks Institute is a new school established at Parks, Wilkes county, by Aaron W. Frederick, A. M. The course will embrace the primary department, academic course and teacher's course.

Rev. S. M. Smith will deliver the commencement address on the 8th of June before the graduating class of the Greenville Female Institute. Prof. Duckett reports his enrollment at 137.

Roberdell School, Richmond county, is in charge of Mr. J. C. Wright, who has an enrollment of 68. This school is a very interesting one and has some apt pupils, who are making fine progress.

Miss A. H. Moore, who has been teaching in South Carolina several years, is in charge of Teachey's Female Institute, Duplin county. She will grace the Teachers' Assembly by her presence.

The faculty and students of Davidson College are already looking forward to the commencement, and are already making their preparations for that occasion. Rev. W. W. Moore, D. D., of the Union Theological Seminary, has consented to deliver the Baccalaureate Sermon, and Rev. John L. Giradeau, D. D., of the Columbia Seminary, will preach the annual sermon before the Y. M. C. A.

Mr. J. E. Watts, a native of Rowan county, and graduate of Davidson College and well known as a progressive teacher in Iredell county, is President of Jackson Institute at Jackson, Georgia.

Albemarle Academy, male and female, has opened its twenty-fifth term with a gratifying enrollment. H. W. Spinks, A. M., is principal, assisted by Mr. J. A. Bivans and Miss Mary L. Smith in music.

Profs. F. S. Blair, N. E. Cox and Miss Nellie Makepeace are assistants in the Liberty Academy, of which Prof. J. M. Weatherly is principal. The enrollment is about 150, and all the teachers will attend the Teachers' Assembly in June.

Weaverville College, Buncombe county, has enrolled 115 pupils. Rev. S. R. Trawick, A. M., is president, assisted by M. A. Yost, A. M., Professor of Languages; J. J. Reagan, A. M., Professor of Mathematics, and Mrs. B. V. Trawick, teacher of music.

Shiloh Academy, for both sexes, at Shiloh, Camden county, has so far enrolled twenty pupils and expects an attendance of thirty before the close of this session. Miss E. L. Burgess will assist if the attendance justifies. This is the first session of this school under the present management.

The Piedmont Seminary, at Lincolnton, is enjoying the most liberal patronage it has had for a long time. Professor Matt. Thompson, the principal, now has sixty-five students enrolled, and we learn there are still more to come. Several new students entered this week. The prosperity of a town is not safe without a good, lively school, and we hope the Piedmont Seminary will continue to grow in numbers and usefulness.

Gaston College has now on its roll 89 students, 62 of whom are boarding students. More than 40 girls and young ladies board with the president in the college building. Male students board with Prof. Bikle, up town. The music department, under the direction of Prof. Wolff, numbers 41. Rev. E. A. Wingard, of Columbia, South Carolina, will preach the annual sermon and deliver the annual address at the commencement in June.

The annual address before the Alumnæ Association at the approaching commencement of Greensboro Female College will be delivered by Bishop Charles B. Galloway, D. D., of Mississippi. The annual address before the graduating class will be delivered by Dr. Thos. J. Hume, of the University of North Carolina. These are most excellent selections, and the announcement that two such distinguished scholars will participate in the occasion will make the approaching commencement at Greensboro one of unusual interest.

Prof. Joseph Moore, Principal of the Friends School at New Garden, N. C., on the occasion of his birthday (which comes only once in every four years), on the 29th of February ult., was the recipient of a beautiful cane-seated walnut chair, which has a double-jointed book rest and is contrived to unfold and recline at any desired angle. This gentleman, who, had he been born on any other day, would now be in the neighborhood of fifty years of age, has not yet reached his 21st birthday; or, if he borrows a day from March, on his off-years, to make up his full complement of days, he is now indebted to March 37 days, without any hope of being able to reach a settlement.

Fair Bluff Male and Female Institute is a school of high grade. Its military department, with its beautiful uniforms and thorough drill, offers special advantages for the young men and boys. Its department of calisthenics and

music offers special advantages to girls and young ladies desiring a finished education. The Institute is delightfully situated in the town of Fair Bluff, N. C., which is proverbial for its healthfulness and the sound morality of its citizens. Being one of the prominent stations on the Atlantic & Coast Line R. R., the mail and telegraphic facilities of the school are equal to any in the States. The faculty of Fair Bluff Institute consists of the following: Rev. James A. Smith, a graduate of Davidson College, N. C., Prof. of Mental and Moral Philosophy, Latin, Greek and Hebrew Languages; R. A. Hedgepeth, Military Academy, Prof. of Natural Sciences, Mathematics and United States Military Tactics; Miss Lula Ayers, a graduate of Chowan Female Institute at Murfreesboro, N. C., teacher of Calisthenics, Higher English Studies, French, Music (on Organ and Piano); Mrs. Maria Louisa Smith, of Graded School, Savannah, Ga., teacher on Organ and Piano; J. M. Powell, Bursar of Faculty. Fall term opens first Monday in September, 1888. Capt. W. L. Floyd, Secretary of Faculty, Fair Bluff, N. C.

## IN MEMORIAM.

"Death hath made no breach
In love and sympathy, in hope and trust.
No outward sign or sound our ears can reach,
But there's an inward, spiritual speech
That greets us still, though mortal tongues be dust.
It bids us do the work that they laid down—
Take up the song where they broke off the strain;
So, journeying till we reach the heavenly town,
Where are laid up our treasure and our crown,
And our lost, loved ones will be found again."

Capt. John E. Dugger, A. M., Principal of the Warrenton Male Academy, passed to the better world on the 9th day of March, 1888. He was prepared for college at the Warrenton Male Academy by Robert A. Ezell (afterwards President of the University of Texas), and graduated from the University of North Carolina in the Class of 1857. He at once entered on the profession of teaching, but in 1861 he entered the 8th North Carolina Regiment as a private, and was promoted to the rank of Captain. At the close of the war he again took charge of the Warrenton Academy as principal and remained till 1876, when he came to Raleigh and organized the magnificent school known as the Centennial Graded School, of which he was several years the Superintendent. He afterwards taught at Rocky Mount, but was induced to return to Warrenton and re-assume the duties of Principal of the Male Academy. He was one of the foremost of the Normal School teachers of the State and rendered invaluable aid in organizing a number of Normals in North Carolina. He was a most accomplished, faithful and conscientious teacher, and will long be remembered by his State. He was a devout member of the Episcopal Church, and sleeps "the sleep of the Just."

## CUPID AMONG THE TEACHERS.

'Tis said that "figures never lie,"
That one and one are always two;
But Cupid proves, with work so sly,
Some wondrous things that figures do.
And when he claims a teacher's hand
All rules of figures then are done,
Though two before the preacher stand
This one and one are ALWAYS ONE!

REV. JAMES CHESTER ROCKWELL, well known as a teacher, poet and preacher, was married February 29th to MISS LOULA AYERS, of Marion county, South Carolina.

## TEACHERS' BUREAU.

[☞ THE NORTH CAROLINA TEACHER will recommend all applicants mentioned in this department, and letters answering any announcement may be addressed care of THE TEACHER and they will be promptly forwarded. We desire to aid every teacher in securing a good situation, and no charge is made for the insertion of notices in this department.]

### TEACHERS WANTED.

Wanted for immediate service a man who can teach Latin, Algebra, Geometry, Surveying, Book-keeping, and Greek if required. Good salary. Address, Marion Butler, Huntley, Sampson county, N. C.

A male teacher wanted. Salary about six hundred dollars a year. A splendid opening for a good school. The citizens will do all they can in assisting to build up a good school. Address at once, S. S. Royster, Secretary, Mooresboro, N. C.

Wanted—a gentleman with family to take charge of a school in a good community, session to begin last of August or first of September. This is a splendid opportunity for the right man. Address, with reference, W. E. Mewborn, Farmville, N. C.

The Board of Trustees wish to offer the Henderson Male Academy to some good man capable of conducting a school of high grade—preparing boys for college. The right man could build up a fine school here in this healthful community with its rapidly increasing population. The academy occupies the highest ground on the R. & G. R. R., and while convenient to the depot is not near enough the centre of population to divert from study. Correspondence solicited. F. S. Harris, Secretary Board Trustees Henderson Male Academy, Lock Box 7, Henderson, N. C.

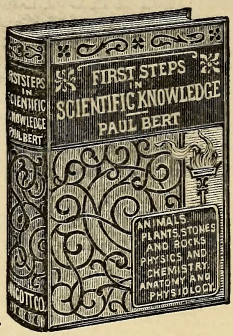
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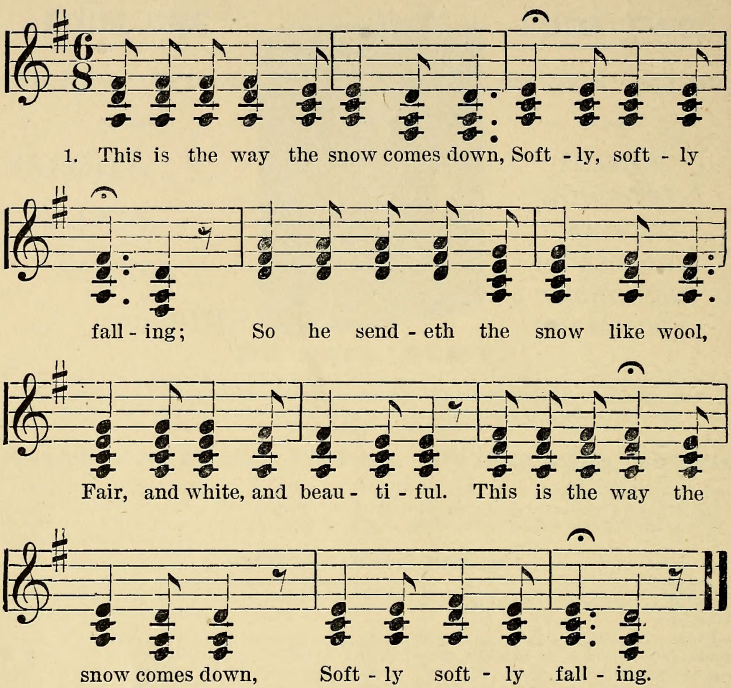
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# INTERESTING TO SCHOOLS AND TEACHERS!

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**SILAS E. WARREN,**

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2 This is the way the rain comes down,
Swiftly, swiftly falling;
So He sendeth the welcome rain,
O'er field, and hill, and plain.
This is the way, etc.

3 This is the way the frost comes down,
Widely, widely falling!
So it spreadeth all through the night,
Shining cold, and pure, and white.
This is the way, etc.

4 This is the way the hail comes down,
Loudly, loudly falling;
So it flieth beneath the cloud,
Swift, and strong, and wild, and loud.
This is the way, etc.

5 Wonderful, Lord, are all Thy works,
Wheresoever falling;
All their various voices raise.
Speaking forth their Maker's praise.
Wonderful, Lord, etc.

*Whenever the words of the 5th line come, the children move their hands and arms in harmony with the words they are acting out.*

# THE NORTH CAROLINA TEACHER.

VOL. V. RALEIGH, APRIL, 1888. NO. 8.

EUGENE G. HARRELL, Editor.

## SCHOOL-TIME.

BY J. H. MAY.

The sunshiny day is beginning,
And the school-room is full of its light;
At my desk I'm sitting and spinning
The thought I was spinning last night.
Through the door comes the scent of the morning,
And the song of the robin steals in,
While the clock in the corner gives warning
It is time for the school to begin.

They are coming, my lads and my lasses,
The door-yard is full of their noise,
Their feet wet with dew from fresh grasses,
And the girls just as glad as the boys.
They are brimming with innocent laughter,
They are blushing like blossoms of spring.
Will the fruit of their distant hereafter
Be sweet as the blossoming?

In reverent silence they're sitting,
Grave Bertie and frolicksome Lee;
We are reading the verses so fitting
"Let the little ones come unto me."
Our heads on our hands we are bowing,
We are speaking the time-hallowed prayer,
And the Father in Heaven is knowing
Whether the spirit is there.

We are singing the airs of the May-time,
The children are singing, and I
Am listening to songs of the play-time,
And the songs of the by-and-by.
Their voices are ringing with pleasure,
Their hands and their feet beating time,
And my heart is made glad with their measure,
And my soul to their joy makes a rhyme.

We are opening our books and our papers,
We are ready to read or recite;
The boys have forgotten their capers
That troubled me so yesternight.
I am listening and looking and listening,
And spinning my thread as I look,
And the tear in my eyelid is glistening,
And hiding the words of my book.

Ah! the smile to my eyelid is creeping,
And driving the tears to their bed;
And deep in my heart I am keeping
The thoughts that would come to my head.
And unto myself I am saying,
As my children so funnily spell,
I would that life's school were beginning,
And I could commence it as well.

---

THE OLD necessities have passed away. We now have strong and noble living languages, rich in literature, replete with high and earnest thought, the language of science, religion and liberty, and yet we bid our children feed their spirits on the life of the dead ages, instead of the inspiring life and vigor of our own times. I do not object to classical learning—far from it; but I would not have it exclude the living present.—*Garfield.*

[For The North Carolina Teacher.]

# MYTHOLOGY FOR SCHOOLS.

BY THE LATE SOLOMON MORDECAI, OF NORTH CAROLINA.

Mythology, or "The history of the fabulous gods and heroes of the heathen world," is derived from a Greek word signifying "a description of fables." A knowledge of this study enables us to understand the writings of the poets and to explain the historical and fabulous representations often found in pictures.

The heathen gods are divided into six classes, viz.: The Celestial, Terrestrial, Marine, Infernal, Subordinate and Demi-gods.

## CELESTIAL DEITIES.

To this class belong Jupiter, Apollo, Mercury, Bacchus and Mars, together with the goddesses Juno, Minerva and Venus.

*Jupiter*, the sovereign god of the heathens, the son of Saturn and Ops, was born in Crete. He married his sister Juno, and having expelled his father Saturn out of his kingdom, divided it with his brethren. Jupiter, as the eldest, had the Heavens, Neptune the Waters, and to Pluto was given the Infernal Regions.

Jupiter had two sons, Vulcan and Mars, and a daughter named Hebe, whom, for her extraordinary beauty, he made goddess of youth, and appointed his cup-bearer. She poured out the nectar, the drink of the gods. Their food was called ambrosia.

Jupiter, the father of the gods, is generally represented sitting on a throne of gold and ivory, with the Fulman, or thunderbolts, in one hand, and a sceptre, with an eagle on it, in the other. This bird, having the title of his armour-bearer, is sometimes placed at his feet: when represented in a chariot he is drawn by four horses.

Jupiter was suckled on Mt. Ida in Crete, by the goat Amalthea, whose horn he, in gratitude, changed into the Cornucopia, or "horn of plenty."

*Apollo,* the son of Jupiter and Latona, was a native of Delos and twin-brother of Diana. To him is ascribed the invention of Physic, Music, Poetry and Rhetoric, and he is therefore said to preside over the Muses. This god is distinguished by the beauty and gracefulness of his figure. He wears a crown of laurel on his head, has a bow and arrows in one hand, and a harp in the other. He is also the god of light, and then is generally called Sol, or Phœbus.

*Mercury,* the son of Jupiter and Maia, god of eloquence and commerce, and, to his disgrace be it spoken, the patron of thieves, was the messenger of the gods, and with his wand conducted souls to their proper places after their departure from the body. He is represented as a youth of lightness and agility. The most remarkable of his attributes are his Petasus, or winged-cap; his Talaria, or winged-shoes, and his Caduceus, or wand, with wings on the top, and bound by two serpents.

*Bacchus* was the son of Jupiter and Semele, and was the god of wine. This jovial youth, crowned with ivy and vine leaves, has in one hand a spear almost concealed by the leaves of his favourite vine, and in the other a cup and a cluster of grapes. His usual attendant is Silenus, who, with difficulty, keeps his seat on the mule that bears him along. His chariot is drawn by lions, tigers, &c.

*Mars,* the son of Jupiter and Juno, on account of his mother's displeasure, was made the god of war and strife. He is painted with a fierce aspect, is clad in armour, has a helmet on his head and a spear in his hand. He is drawn by two horses which are driven by his sister Bellona, the goddess of war, a distracted woman, with her hair all dishevelled.

*Juno,* the beautiful and majestic queen of the gods, has a sceptre in her hand, a crown of jewels, lilies on her head, and is seated in a chariot drawn by peacocks, whose feathers she beautifully ornamented with the hundred eyes of Argus, of which he was deprived by the artifices of the wily Mercury. Juno is attended by her messenger, Iris, the promoter of strife and contention, who, on account of her swiftness, is represented with wings and riding on the Rainbow.

*Minerva*, or Pallas, proceeded in complete armour, from the brain of her father, Jupiter, and is the only one of his offspring to whom pertain the supreme rights of divinity. She is not only the goddess of wisdom and the arts, but also the inventress of war. Dignity of face and a sternness, bordering on masculine, distinguish this goddess, who is usually attended by an owl and a cock as emblems of wisdom and war. On her head is a helmet, with a plumed crest. In her right hand she holds a spear, and in her left a shield called her Ægis, with the head of Medusa upon it, which figure also appears on her breast-plate.

*Venus*, or Cytherea, the most beautiful of all the celestial deities, sprung from the froth of the sea, was educated by the Hours, and by them carried to Olympus, the residence of the gods, many of whom were so delighted with her beauty of features and elegant figure that they wished to marry her; but she played the coquette too long and was ultimately married to the deformed and disagreeable Vulcan. To this goddess were sacred the Myrtle, the Dove and the Swan. By the latter her chariot is usually drawn. The poets represent her in a variety of ways; some with her hair carelessly waving over her shoulders, or negligently tied behind; her robe sometimes flowing loosely and at others confined by the cestus or girdle, which had the power of imparting beauty to the wearer. She is sometimes represented on the waves, in a shell, borne gently by the zephyrs over her parent waves; occasionally she has recourse to a mirror which she holds in her hand. Sometimes she holds in one hand a poppy and in the other the Apple of Discord. She is attended by Cupid and the Graus and followed by the beautiful Adonis, who holds up her train.

*Cupid*, the son of Venus, and the god of love, appears as a naked boy with wings, and holding a quiver, bow and arrows, or a torch. The ancient poets represent him idle and playful, or else very powerful and governing all things; sometimes caressing and sometimes tormenting the goddess Psyche. When riding, his car is drawn by two Psyches or two butterflies, a lion or a dolphin.

The *Graces,* Aglaia, Thalia and Euphrosyne, are represented as three beautiful sisters, with their hands connected together.

### TERRESTRIAL DEITIES.

Of these the most celebrated are Saturn, Vulcan, Æolus and Momus, Vesta, Cybele, Ceres and the Muses.

*Saturn,* the father of the gods, was the son of Cœlum and Terra. His brothers were Titan and Oceanus; his sisters were Ceres and Cybele, or Ops, or Rhea, the latter of whom he married. Being dethroned by his son Jupiter, he took refuge in Italy, where he civilized the people and introduced many branches of agriculture. He is represented as an old man with a long beard and a hoary head; bearing in one hand a scythe and in the other a child which he is about to devour. Sometimes he is represented with wings and an hour-glass, as the god of time.

*Vulcan,* or Mulciber, the son of Jupiter and Juno, and the husband of Venus, for having presumed to interfere in a dispute between his father and mother, was furiously hurled from Olympus by the former. On the seventh day he fell on the island of Lemnos, and to his previous deformity added that of a broken leg. He then set up the trade of smith, manufactured Jupiter's thunderbolts and the arms of the other gods, and taught the manifold uses of fire and iron. He is therefore represented lame and deformed, with eyes red and fiery, and a face blackened and hardened by the forge. He is sometimes attended by his servants and workmen, the Cyclops, whose only eye is in the middle of the forehead. This poor fellow is admitted to the society of the celestial deities only as a laughing-stock and a subject of ridicule.

*Æolus,* god of the winds, is painted with swollen cheeks, wings on his shoulders, and a coloured, fiery countenance. His residence is in a cave, where in distinct apartments are chained his offspring, who at his command sweep over the affrighted world. The North wind is called Boreas, or Aquilo; the Eastern, Eurus; the Southern, Notus, or Auster, and the Western, Zephyrus.

*Momus*, as his name indicates, is the god of ill-natured mirth. He derides every one without ceremony, and is represented with a mask and a grotesque face. Minerva, Vulcan and Neptune, being unable to determine which was the most skilful artist, left the decision to Momus. Minerva made a house, Neptune a bull, and Vulcan a man. But the ill-natured arbiter was dissatisfied with each. Minerva's house was stationary, and could not be removed at pleasure; Neptune was blamed because he had not placed the bull's horns between his eyes, that he might take surer aim; but Vulcan was least excusable for not having made a window in his man's breast, through which his thoughts might be seen.

*Comus*, the god of mirth and good-humor, Vesta, or Terra, the wife of Cœlum, and the mother of Saturn, is the oldest of the goddesses. She is represented sitting, with a drum near her, has a crown on her head, and there are several animals creeping about and fawning upon her. A daughter of Saturn, of the same name, was the goddess of fire, and exercised her power about altars, hearths, houses, &c.

*Cybele*, or Ops, or Rhea, sometimes called Bona Dea, or the "Good Goddess," was the wife of Saturn and mother of the gods. Being goddess of all things which the earth contains, or in other words, the Earth itself, she is represented as seated in a chariot drawn by lions, having garments of various colours, figured with the images of divers creatures. She holds a key in her hand, and wears a crown of turrets on her head.

*Ceres* is the goddess of corn and tillage, and is represented as tall and majestic. On her head is a turban composed of wheat-ears. In one hand she holds grain and poppies, and in the other a lighted torch.

The *Muses*, or Pierides, were nine beautiful virgins, the daughters of Jupiter and Mnemosynè, the goddess of memory. They are the mistresses of the arts and sciences, and they had their habitation on Mt. Parnassus. Their names are as follows: Calliope, the Goddess of Rhetoric; Clio, of History; Erato, of Poetry; Thalia, of Comedy; Melpomenè, of Tragedy; Terpsi-

chore, of the Dance; Euterpe of Music; Polyhymnia, of Song; and Urania, of Astronomy. The Muses are sometimes called Pierides, from Mt. Pierius in Macedon, where they were born, and Aonides, from the country of Aonia.

*Pegasus* was the winged horse belonging to the Muses, produced by the blood of Medusa. The fountain of Hyppocrene, from which flowed the stream of Castalia, was made by the foot of Pegasus.

*Calliope*, the Muse of Rhetoric and Heroic Poetry, is represented very young, crowned with flowers and the laurel, and holds in her hand three books: The Iliad, The Odyssey and the Æneid.

*Clio*, the Muse of History, to shew the qualifications of a historian, is called the daughter of Perseverance and Memory, and is represented holding a trumpet in her right hand, and in her left a book with the name of Thucidides in it.

*Erato*, the Goddess of Poetry, is represented as a lively nymph, crowned with roses, holding a lyre in her right hand, and a bow in her left; attended by a little winged Cupid, armed with his bow and arrows.

*Thalia*, the Muse of Comedy, is crowned with Ivy and holds a mask in her hand.

*Melpomene*, the Muse of Tragedy, is represented with a grave, sedate countenance; holding sceptres and crowns in one hand, and a dagger in the other.

*Terpsichore*, the inventress of Dancing, wears on her head a coronet composed of feathers of various colours.

*Euterpe*, to whom is attributed the invention of playing on the pipe, is represented holding in each hand various instruments of music.

*Polyhymnia*, though properly the Muse of Song, is said to preside also over History and Rhetoric, and is represented with a crown of pearls, her right hand moving, as if she were haranguing, and holding in her left a scroll of paper, on which is written the word "Suardere," "to convince."

*Urania*, the muse of astronomy, is represented as a beautiful woman, clad in an azure robe, adorned with a coronet of stars, holding in her right hand the Celestial, and in her left the Terrestrial Globe.

GODS OF THE WOODS.

*Pan*, the god of shepherds and hunters, has a smiling, ruddy face, a long beard, and two horns on his head. His skin is spotted and covered with long hair, and he has the tail and feet of a goat. In one hand he holds a crooked staff, and in the other a pipe of uneven reeds.

*Sylvanus*, who presides over the woods, is an old man of little stature, with the tail and legs of a goat, holding a branch of cypress in his hand.

*Silenus*, so called from his jocular temper, is the tutor and constant companion of Bacchus. He is represented as an old man, with a flat nose, large ears, bald head, a tail and cloven feet. He is generally drunk and mounted on an ass; when walking he is supported by a staff. The Satyrs and Fauns are attendants on Pan. They are horned and, like the other sylvan deities, have the tail and legs of a goat.

The *Nymphs* are beautiful virgins who attend on the superior deities. Those of the air are called Auræ; of the woods, Dryades; of the mountains, Oreades; of the sea, Nereides; and of the rivers and fountains, Naiades.

*Diana*, the goddess of the woods, was twin-sister to Apollo, and he is sometimes called Sol (or the Sun), so she is often called Luna (or the Moon). Her delight is in hunting: accordingly she is described as running, with a short vest flying back with the wind. She is tall of stature, her face very handsome, yet somewhat masculine. Her attributes are a bow, quiver and arrows.

*Flora*, the goddess of flowers, is represented young and graceful, holding in her right hand the blossom of peas and adorned with various flowers.

*Pomona*, the goddess of fruit, is an amiable nymph; her attributes are a basket of fruit, a number of apples in her right hand, and in her left a nosegay of flowers.

*Vertumnus*, the god of spring, married to Pomona.

*Priapus* was the god of gardens.

### MARINE DEITIES.

*Neptune*, god of the sea, is represented standing, majestic and serene, with a trident in his right, and a dolphin in his left hand, treading on the back of a ship. When in his chariot, which is a large sea-shell, he is drawn by sea-horses or dolphins, and accompanied by a numerous train of attendants. He married Amphitrite, a sister of the Nereides. His attendants are Triton, the Sirens, and the Nereides.

*Triton*, the son of Neptune, and the trumpeter of his father, is represented as half man, terminating in a dolphin's tail, bearing in one hand a wreathed sea-shell, which serves him for a trumpet, with which he convenes the water-deities when Neptune requires their assistance.

*Proteus*, a son of Neptune, was a seer. When consulted, he was continually changing himself into different shapes. He lived near the sea and a marine flock.

The *Sirens*, Parthenope, Lygeia and Lucosia, are described by the ancients as three sisters, with the faces of women and the bodies of birds; but the modern poets represent them as beautiful virgins, terminating in a fish covered with scales. Their residence was in the island of Sicily, where, by the sweetness of their melody, they allured passengers to the rock on which they were seated, and put them to death. The Tritons and Sirens are sometimes called Mermen and Mermaids.

The *Nereides* compose the train of Amphitrite and resemble the Sirens in figure.

The *Naiades* are represented as the Sirens, and reside as domestics in the palaces of the water-gods, where they work and relate amusing fables.

(TO BE CONTINUED.)

[For The North Carolina Teacher.]

# NEW YORK READERS AND THEIR READINGS.

BY MISS LILLIAN M. ARNOLD.

New York isn't so full of readers as Boston, where, my teacher remarked, "you could find one under every chip," but there are many, some of whom it has been my privilege, and some my misfortune, to hear. Among the first class is Charles Dickens, Jr., for one. Notwithstanding many say his popularity is owing entirely to the fact that "he is his father's son," it is not entirely just. He made little effort, I should say, at dramatic or artistic reading, but in a very plain and simple way read as one would to friends around a cozy fire. I mean to say he lacked technique, a clear, ringing voice, pure enunciation and easy action, all of which are requisite to a finished reader. Still he impressed you as interested in the story he was giving and held your attention, while we all felt we were having a good time.

Mr. George Riddle I heard in "As You Like It," and his interpretation was quite pleasing, though my criticism would be that he would make a better Rosalind than Orlando. I could but note a stray (?) curl on his brow, which was unmolested even in his wildest madness.

Professor Hayes, of Harvard, was evidently very nervous on the evening of his reading at the Young Men's Christian Association—a fact which should certainly encourage (?) the less experienced who haven't reputation to stay them. He, however, read with great success, especially his selections from Dickens, and he gave with great force and feeling a scene from Julius Cæsar; but in two selections from the Irish he was inimitable and won rounds of applause.

Miss Thompson and Mrs. Genevieve Stebbins-Thompson, former teachers of mine, gave what they called a "Delsarte Matinee" at Madison Square Theatre a few weeks ago and

proved their popularity by the immense crowd they had to hear them. Their programme consisted of lectures, recitations and music only, and they were in themselves very good exponents of their art. They teach together, Miss Thompson having the vocal culture and Mrs. Stebbins-Thompson the physical culture. They were very practical in their talks. Mrs. Thompson, for instance, in her remarks on carriage gave examples of various gaits, and showed her ability to surrender her body to her will by dropping lifelessly on the floor in the midst of her lecture. She then gave a number of statue poses, Diana, Hebe, etc., showing to what extent action could be carried and how much it could be made to express.

Miss Thompson's voice was rich and full, reaching the walls of the theatre, and her rendering of the "Rhyme of the Duchess May" pleased me most in that it was not overdone. You do, however, find as much, possibly more, of that sort of thing in New York than in our Southern towns. To illustrate: I attended an entertainment at Chickering Hall in which Miss A. and Miss B. were brought before the public for the first time. Miss A. just tried herself, and, as the old lady said of one of the gesticulating kind, "she certainly had good use of her limbs." I wanted to tell the poor, frightened thing to hurry up and save herself; that the people just could not seriously stand it much longer. When Miss B. appeared, however, you were so impressed with her *magnificent* physique, fine carriage, handsome costume and sweet face your hopes revived. She was one of the finest specimens of womanhood I ever saw. As soon as she took up the first line of her poem her sweet smile left and, in the words of the poet, she "never smiled again." The disappointment was bitter; Nature had done all it could, but she marred it. Her teacher was ready for her with a kiss *behind the scenes* (supposed to be), and the poor, unfortunate girl thought she had made a success—no doubt would think *I* was an idiotic ignoramus to have "so little appreciation of the art."

The teacher of these young ladies had said in her opening remarks that after many difficulties, discouragements, much

labor and pains, *et cetera,* she was enabled on this evening to show to the public some of the fruits of her labors. It was too true, and how much such fruit is flooding the Elocution market! Nevertheless, it is not all bad; you can pick out a few sound specimens here and there.

Time fails me to tell of the readings I heard at the Authors' meetings by men who, though so prominent in the literary world, seemed very timid when appearing in this capacity. James Russell Lowell presided with the greatest simplicity over the meeting. Mark Twain, James Whitcomb Riley, George W. Cable, Frank Stoddard and others read selections from their own works.

I must hurry on, for I meant this letter should be of readers "in general" and of Professor R. R. Raymond "in particular." This is an instance, too, that if justice be done "the best should be first"; that is, as to his ability among readers.

Reading and teaching the art professionally were almost forced upon him, for he considered this a secondary matter from a business point of view. He, however, had a passionate fondness for the histrionic art from a child. His sister once remarked to me that since she could remember the Professor and his brother, late President of Vassar College, "were spouting" on all occasions.

For a number of years he was Professor of Literature and Rhetoric in the Polytechnic Institute of Brooklyn, which still holds him in veneration, I believe. Here his students received more commendation for the manner in which they delivered their addresses than for the subject-matter, proving that his fire was the spreading kind. He began to be sought as a teacher of reading, and this position he often filled as a matter of favor or friendship. His immense talent soon pushed him to the front ranks as a reader, and his wonderful interpretations of Shakespeare won for him such a reputation that he was called to a Shakesperian Chair in the Boston School of Oratory. This position he occupied as long as Monroe, the President, lived. After his death Professor Raymond was made President, which

position he held as long as his health permitted. Since his resignation in Boston he has resided quietly in Brooklyn, teaching only those who seek him out and urge instruction.

If there are such things as geniuses, he is one—his own opinion to the contrary notwithstanding. He can more thoroughly *be* the character he is representing than any one I have ever seen; his vivid imagination and wonderful conception enable him to impersonate with such success. His reading of Shakespeare is a revelation; obscure passages are cleared, and meaningless phrases are made beautiful. Some one who heard him read "Midsummer Night's Dream" said she could *see* the fairies; another thought he was the "cutest Puck," and in addition to all this I thought he was a most droll and comical Bottom as well as a royal Theseus. This ability to represent and keep so distinct in their own individuality so many persons at once shows his versatile talent. We can conceive how it is possible for an actor to *be* one person for the time, as Salvini said of himself when asked how he could play Hamlet as he did, he replied, "I do not *play* Hamlet; I *am* Hamlet." This would seem difficult, but far more so with your simple reading to represent a whole scene. I am fortunate enough to be a member of a large Shakespeare class formed and tendered him by his friends. It is a privilege not only to have his instruction, but also to listen to his simple, original and enthusiastic comments, some of which I have jotted down in my note-book.

These witty and telling breaks give spice to these class readings, and are often the most effective means of giving us a true conception of the author's meaning. When Macbeth said after the witches had left him,

> "Come what come may,
> Time and the hour run through the roughest day,"

the Professor gave a beautiful couplet illustrative of the same thought:

> "Be the day weary, be the day long,
> It brings at its close the even-song."

After this he tacked on for the benefit of the obtuse, I suppose, "You'll get there all the same," &c.

He makes clear Macbeth's meaning in saying to Duncan,

> "I'll be myself the harbinger and make joyful
> The hearing of my wife with your approach,"

by adopting the small boy's expression, "I'll run home and tell ma."

To prevent any one's being misled by Shakespeare's reference to Bellona's *bridegroom* he remarked the goddess of war was "an old maid," and that this reference was made use of for convenience, perhaps.

He is thoroughly natural and true in all his readings, and one of the great secrets of his success in this direction is the changing the words of the author into your own, and this secret all can make use of. When trying to teach me the simple child inflections of Arthur in his affectionate prattle to Hubert (King John) he would have me change the expression, "I would you were a *little* sick," to "I wish you were just a *eetle, teeny, bitsy* sick, so I could stay by you and nurse you." Again, when his gratitude to Hubert for sparing his eyes finds expression in "O, Heaven! I thank you, Hubert," the Professor chimed in with "Goodey, goodey, goodey," and I caught the feeling at once. In his eagerness to make vivid in my own mind the picture I am supposed to give to others he often jumps up and takes his stand, saying, "Now, now I am such a person and you are so and so—don't you see?" all in such a simple, childlike earnestness that it causes me, of a somewhat prosy temperament, to smile, while I realize that he has just that enthusiasm which Emerson tells us will succeed. By his earnest and true reading simply he made so plain on one occasion the sudden appearance of the ghost that the whole audience rose to their feet, and one Irish girl who happened to be present started at full speed for the door.

He hasn't one voice and speech for conversation and another for his public; his voice has always that sympathetic quality, his enunciation is clean-cut, his articulation with that precision which most people don't get who try for it. In addition, as a scholar he has the best and purest English at his command,

though he does let a "By George" slip in occasionally when he is trying to bring you into that frame of mind and feeling, for instance.

This happy faculty that he possesses, of crowding much into little, is strongly in his favor as an instructor. He doesn't bring much philosophy and scientific mysteries into his teaching, as the "subjective and objective distinctions," but he will say, "*Make* your gesture on a line with the heads and hearts of your hearers if you want any response," and you know what that means without any rule to justify such an angle or elevation of the arm.

The greatest difficulty he has had to contend with as a reader, he says, has been a lack of impartial and capable critics, and he has had to find and correct his own faults, a task which few have the courage at least to impose on themselves. In addition to his *art* he has the *heart,* which are as interdependent as faith and works for salvation.

If we only had more of such teachers fine reading might attain the position it merits.

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THE GRADUATE would blush were he to mistake the place of a Greek accent, or put the *ictus* on the second syllable of Eolus; but the whole circle of the *liberalum artium,* so pompously referred to in his diploma of graduation, may not have taught him whether the jejunum is a bone or the humerus an intestine. —*Garfield.*

EVERY SCHOOL exercise, even the dryest arithmetic, may be a language exercise, if the class are always kept on the alert to notice (and correct when at its close corrections are called for) any and all errors in pronunciation or grammar. If a pupil can give an answer in fewer or better terms than those used by a class-mate, let him always be encouraged to do it. The habit of using correct language thus formed, in conversation and recitation, will lay the foundation for the higher work of composition.—*B. G. Northrop.*

[For The North Carolina Teacher.]

# THE TEACHER'S FRIDAY NIGHT.

BY MARY MACKIE, NORTH CAROLINA.

The fire shines faintly with flick'ring light,
The teacher sits musing alone,
"I'm weary, so weary! 'tis Friday night
And another week's work is done."
His charge seems heavy, essaying to train
The pupils, oft careless and light,
So many not docile, nor caring to gain
His approval on Friday night.

His heart is thankful, if striving so
Some knowledge or light to impart
One maiden or urchin thirsting *to know*
Is bettered in head or heart.
And yet *so tired* he feels to-night—
The strain of the week all relaxed!
Down-hearted, he's tempted to yield the fight,
With heart, brain and patience so taxed.

The path seems endless, the goal afar,
No flower to brighten his way;
All twilight, dim twilight, wanting one star,
Faintest omen of coming day.
His head bends low on the table now,
The fire burns lower and lower,
The stillness is restful; he sleeps, I trow,
So quiescent and calm is the hour.

But oft with whispers and mutt'ring words
His slumbers give shadowings dim
Of green-bordered streamlets and sweet song-birds
Far away from toilers like him.

And angels are sweetly singing there,
They beckon him onward to hie;
So gladly he's starting, but into the air,
Half awaking, they seem to fly.

Again returning one cherub fair,
With yellow locks breezily fanned,
Floats nearer and nearer beside his chair,
And, low bending, kisses his hand.
Soft speaks he: "Brother, I bring thee love
From pupils gone over the tide,
While here seeming thankless, they now above
In affection do ever abide.

"And oft they bear thee guerdon of deeds,
Unnoted by time in its flow,
The Father sendeth, supplying the needs
Of His servants down here below.
And they are telling of vict'ries won
O'er giants of trouble and sin;
Your words and example did urge some on
The straight pathway, Heaven to win.

"Oh! if here toiling no laurels twine
For those who nobly endure,
Be certain the Father counteth as 'mine'
Him whose work is faithful and pure.
Then up and onward with manful heart!
Thy trials are meant to refine;
Tho' weary, my brother, act well thy part,
Leaning ever on strength divine.

"And, oh! when tempted to turn aside
From duty and deeds of love,
Pray often! pray always! God will provide
Sweetest solace from Heaven above."

The voice melodious ceased and he passed
Like soft southern zephyr away;
The teacher was smiling, he moved at last;
An old chanticleer crowed for day.

Then desks and benches are 'round him piled,
The children are flocking about;
They're asking him questions so queer and wild,
They awake him with "school is out!"
"This, then, is the end of my dreams," says he,
"But well I did rest," and then,
"God willing and helping, by Monday I'll be
Bright and fresh for my work again."

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[For The North Carolina Teacher.]

## CERTIFICATES OF MEMBERSHIP.

BY THE TREASURER, DUNN, N. C.

Every year new "Certificates of Membership" in the North Carolina Teachers' Assembly must be obtained by all the members of this organization. Our membership now numbers about three thousand, and it is only a little more than a month till the Assembly meets; and, perhaps, out of the three thousand Certificates that perhaps must be furnished not more than a few hundred have been issued to our teachers, because they have not yet applied for them. Now, this ought not to be so, for if all this host of members delay getting their Certificates till the last ten days before the meeting of the Assembly it will necessitate the issuing of some *three hundred Certificates* per day—imposing a degree of work upon the Secretary and the Treasurer that few would like to encounter single-handed. Besides, some may not be able to get their Certificates at all in time, owing to delays in mails and other unforeseen hindrances.

Now, the terms of membership are two well known to all our teachers to need rehearsal here—those eligible to the privileges of membership being all the old members, all teachers, and such other "friends of education" as may be admitted by the "Membership Committee" (see Programme), and those who wish the Certificates for 1888 ought to send their fees—$2 for male and $1 for female members—to the Treasurer, Dunn, N. C., *at once*, and avoid the possible delay and annoyance of the rush during the last ten days before the meeting of the Assembly in June.

We all know that our Secretary is a man of wonderful parts and of unparalleled industry, but it is not right for our teachers to impose *everything* upon him, even to the issuing of Certificates, which can be done by the Treasurer (whose duty it is), thus relieving our long-suffering Secretary from some of the multitude of work that clusters about his office, especially in the last few days prior to the meeting of the Assembly.

The Treasurer will be entirely at leisure from May 31st to June 12th, and he can work *twenty hours* a day to meet the requisitions that may be made upon him for Certificates, and he would urge all of those who expect to attend the Assembly (and all teachers and *friends* of education in North Carolina ought to be members, even if they cannot attend our Assembly) to forward their fees at once and secure their Certificates *now*. The money—postal notes, postal orders, registered letters—must of course accompany every application, and as the Treasurer is immediately on the railroad—two mails daily, telegraph communications, etc.—no delays need be feared as to receiving promptly the Certificates by "*return mail.*"

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Duty is the power which rises with us in the morning and goes to rest with us at night. It is co-extensive with the action of our intelligence. It is the shadow which cleaves to us, go where we will, and which only leaves us when we leave the light of life.

# IN THE SCHOOL-ROOM.

## JOHNNY AND THE TOAD.

[This may be made a very amusing recitation for a little boy about eight years of age. Have a large toad made of cloth and cotton, and it may be moved by a string at the proper time. The toad's part should be spoken by some boy to one side.]

JOHNNY.

I want to go to school,
  And he won't let me pass;
I think that a toad
  *Ought* to keep to the grass.
I don't want to cry;
  But I'm afraid I'm going to:
Oh, dear me!
  What am I to do?

TOAD.

Here's a dreadful thing:—
  A boy in the way.
I don't know what to do,
  I don't know what to say.
I can't see the reason
  Such monsters should be loose:
I'm trembling all over;
  But that is of no use.

JOHNNY.

I *must* go to school:
  The bell is going to stop;
That terrible old toad!
  If he would only hop!

TOAD.

I *must* cross the path;
I can hear my children croak:
I hope that dreadful boy
Will not give me a poke.

*Teacher.*—A hop and a start, a flutter and a rush,
(*Toad jumps out of sight and Johnny runs off.*)
Johnny is at school, and the toad in his bush.

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## SOMETHING ABOUT OUR STATE.

The attention of the people of the North and West has lately been attracted to the South, but the speculative booms set afloat at Birmingham, Anniston, Chattanooga and Atlanta have for the moment overshadowed the more permanent and diversified interests as represented in the agricultural districts, and of which so little is known. Take North Carolina, in a zone that justly claims to be called temperate, and we find every variety of timber from the hemlock and spruce of the far north to the magnolia and palmetto of the tropics; all the grains from buckwheat to rice; all the saccharine products from maple sugar to the sugar of the cane; all the minerals from the diamond to iron and coal. All the altitudes from one mile and a quarter up among the clouds to the savannas of the Atlantic coast, and a record on the census reports of productions of the soil that fills more of the blanks than any other State in the Union.

When the people of a single State have so much of undeveloped wealth, so great possibilities, so various and extensive fields for the whole circle of agricultural experiment and development to tell of, it gives the impression of exaggeration, and in a great measure has been a hindrance to the progress of immigration in North Carolina, the mind becoming confused in making a choice from so many inviting fields.—*American Agriculturist.*

# HISTORY OF THE ALPHABET.

Our own "Roman" letters may be followed back to their very beginning, some twenty or more centuries ago. We have no better letters than those of the Italian printers of the fifteenth century. These were imitated from the beautiful manuscripts of the tenth and eleventh centuries, the lettering of these being derived from the Roman of the Augustan age. The Roman letters, in turn, are traced to those employed at Rome in the third century B. C., and those do not differ greatly from forms used in the earliest existing specimens of Latin writing, dating from the fifth century B. C. This primitive alphabet of Rome was derived from a local form of the Greek alphabet, in use about the sixth century B. C., and that was a variety of the earliest Greek alphabet belonging to the eighth, or even the ninth century B. C. The Greeks got their letters from the Phœnicians, and theirs are clearly traceable in the most ancient known form of the Semitic.

The most ancient of books, a papyrus found at Thebes, and now preserved in the French National Library, supplies the earliest forms of the letters used in the Semitic alphabet. It appears that the Aryans had an alphabet, and this date was about nineteen centuries B. C., and from them the Jews got theirs. The Stone Tables of the Law show that the Jews had possession of an alphabet. From Egypt, the home of the Jews during their long captivity, the knowledge of the alphabet was carried in all directions where alphabets are now found.

It is an interesting fact that the oldest known "A B C" in existence is a child's alphabet scratched on a little ink bottle of black ware, found in one of the oldest Greek settlements in Italy, attributed to the fifth century B. C. The earliest letters and many later ones are known only by inscriptions, and it is the rapid increase, by recent discoveries, of these precious fragments that has inspired more diligent research and quickened the zeal of learned students in mastering the elements of knowl-

edge of their origin and history throughout the world. As late as 1876 there were found in Cyprus some bronze plates inscribed with Phœnician characters, dating back to the tenth, even the eleventh century B. C. Each epoch has its fragments, and the industry of English explorers, the perseverance of German students, and the genius of French scholars have all contributed to group them in their chronological order. Coins, engraved gems, inscribed statues, and, last of all, the Siloam inscription, found in 1880 at Jerusalem, on the wall of an old tunnel, have supplied new material for the history.—*School Journal.*

## A VERY GOOD EXERCISE.

Write a word of directly opposite meaning to each of the following:

| | | | |
|---|---|---|---|
| cold, | early, | old, | strong, |
| right, | begin, | shorten, | hate, |
| live, | break, | slow, | take, |
| true, | cheap, | gain, | busy, |
| open, | heavy, | clear, | coming, |
| white, | sweet, | hard, | heavy, |
| smooth, | crooked, | sharp, | thick, |
| wide, | even, | deep, | slender, |
| obedient, | neat, | honest, | clear, |
| yes, | tall, | ugly, | careful. |

Education ought to be a training of all the faculties to detect their own needs and grasp their proper sustenance, not only in youth but throughout life.

The Binghamton *Leader* says: It is leap-year, and it has been just 1,000 years since there were as many 8's in the year as we have just now. It is a good time for old bachelors to cogit-8, and for the girls to reciproc-8 and not hesit-8.

# CHILDREN'S LETTERS.

NASHVILLE, N. C., March 21, 1888.

MR. HARRELL: *Dear Sir:*—I have not written you anything about our school recently.

After reading the last TEACHER I showed the children the letters in it from the little folks, and suggested that some of them write to you. Quite a number were at once anxious to write. I send you two letters written by little girls about the same age—eleven years.

My school is very interesting and prosperous.

With best wishes,

MRS. M. J. WILLOUGHBY.

NASHVILLE, N. C., March 20, 1888.

MR. HARRELL: *Dear Sir:*—I have never seen you, but have heard my teacher speak of you often.

I am a little girl, eleven years of age. I have two little brothers and four sisters. I love my teacher very much, she is so sweet no one could help loving her. My teacher's name is Mrs. M. J. Willoughby. We have a very large school. My studies are grammar, geography, history, dictionary, writing, arithmetic and music. I love to go to school. I would like very much to go with my teacher to the Teachers' Assembly. I would like very much to see the large ocean and the teachers.

I live in Nashville. We would be glad if you would come to see us.

Yours truly, FLORENCE ARRINGTON.

NASHVILLE, N. C., March 20, 1888.

MR. HARRELL: *Dear Sir:*—I would like very much to see you; I have heard my teacher speak of you several times.

I am a little girl, eleven years of age. My school teacher's name is Mrs. M. J. Willoughby. I like to go to school to her she is so good and kind. We have a very large school. I study geography, grammar, dictionary, history, writing, reading, arithmetic and music. I haven't been taking lessons very long. I like to study music. I wish I could go with my teacher to the Assembly this summer. I would like very much to see the large ocean and the teachers. I would like to ride on the water, but would be afraid to go in the surf. Your little friend, LAURA MORGAN.

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DO NOT fret. It only adds to your burden. To work hard is very well; but to work hard and worry too is more than human nature can bear.—*Mrs. Nannie E. Brown.*

# HUMBUG IN "MODERN TEACHING."

BY A. B. BLODGETT, PRINCIPAL PRESCOTT SCHOOL, SYRACUSE, N. Y.

There are three kinds of teachers:

*First.* Those who teach the fact, or reach the end with little reference as to how it is reached.

*Second.* Those who, looking carefully at all the surroundings and taking deliberate aim, with rare tact and skill carry everything that comes up straight along toward the mark, making every question, every objection, and every expressed thought of the pupil bear straight toward the end in view.

*Third.* Those who are so intent on the route they are to pursue, the continual taking of their bearings, their latitude and longitude, so to speak, who are so fearful that they will not steer close enough to the modern Scylla of "must" on one side and yet keep clear of the Charybdis of "must not" on the other that the end is lost to view and the lesson closes while all are at sea.

Now we submit that the last class represents that teacher of to-day who is completely swallowed up in modern ideas, and who would honestly and conscientiously for six consecutive weeks give a daily half-hour lesson on the lobster, one of the lowest of God's creation, and think she did good service!

There are many grand elements in the work of the teacher of to-day.

There were—there *are* some grander factors in the labors of the oft-called "old-style" teacher.

I say "*are* some grander factors" because while only a few, comparatively, of the real old timers remain in the harness, the work they accomplished, the forces they set in motion, the independent thought and thinkers that started up under their leadership will yet see many elements of our modern teaching buried beyond the hope of resurrection; or at least till a new set of so-called psychologists shall appear.

Psychology, by the way, is a science of slow growth. Yet in our day the man who first said, "You must never present a new word to a child till he needs to use it," suddenly became a psychologist.

Another discovered: "That we only learn to do through doing," and he was a psychologist.

Another: "That during the class recitation the teacher *must never* name the pupil who is to recite before asking the question," again a psychologist.

Another: "A pupil should *never* see a misspelled word, or hear a mispronounced word, or hear an ungrammatical sentence," and once more a psychologist.

Again: "*Never* tell a pupil anything he can find out for himself," and so on *ad infinitum*.

These "new lights" require the modern teacher to be posted on all the what-nots of method, theory, art of teaching, perception, conception, reception, and they might add deception; for no teacher can clothe himself with all the theories, the methods, the exceptions, the musts, the must nots, the ologies, the nevers, the unlimited limitations, the thus saith Dr. D. or somebody else, and not be both deceived and deceiver.

He deceives himself and practices his deception on others so long as he attempts to distribute something he has neither observed, appropriated, created, nor discriminated; and that is where many a modern teacher stands.

I have watched with a great deal of interest for the past three years the work of a teacher who I was fearful would not succeed. According to modern ideas she knew not what to do. She did not know the subjects she was to teach, and best of all she knew she did not. She has succeeded grandly.

The modern theorist will say at once: "She has worked according to scientific principles without knowing it. Now she has only to study theory, pedagogy, psychology, and she will be all right."

Some of you will claim that I am wrong; but I say, "No, let her alone; she succeeds. What more do you want?" Sup-

pose she violates one or more or all of the above named psychological rules occasionally. Her pupils think, grow, and reach out beyond her thought just as they ought. She is not joined to her idols, for she has none. Interfere with her on the theorist's plan and it would be true of her as of many others. Environed with all the odds and ends of the "New Education," personality, individuality, identity, the teacher herself would be mired under, and her pupils would come up, if at all, through much tribulation, rather than grow up as they are growing, clearly understanding what they do and why, because they do it for themselves.

*In reading.*—We begin with pupils five years of age to talk about and form sentences containing the words *eat, dog, girl, boy,* etc., and these little ones have talked nothing else for three years or more. True they must know the forms of these words and be able to read sentences containing them; but is it not dwarfing to confine them to such work for so long a time? They know how to use these words. Would they not learn their mere forms *incidentally* while taking up language largely new to them?

Should they not be given just here some power of acquiring for themselves an ability to study out new words?

A bright little girl having been absent three weeks on a visit was asked by her mamma whether she was not behind her classmates. "Oh, no," she replied, "they haven't learned anything but *fox;* I learned that to-day and now I know as much as they do."

Just so surely as we develop the language and put it into the mouth of the pupil, and that continually, just so surely do we leave him without the power to progress.

Did you ever give a pupil in the primary grade a new word to study out for himself? If not, try it. Choose a word he may not have seen, yet one he has used and heard used frequently, and you will find as stated a moment since not one in ten has the ability to do it; and *this means stagnation.—School Bulletin.*

(TO BE CONCLUDED.)

# NORTH CAROLINA TEACHERS' ASSEMBLY.

## THE GREAT EDUCATIONAL DAY.

The greatest and most important day in the educational history of the Old North State dawned on May 1st, when a vast number of our people gathered at Morehead City to see the Masonic Grand Lodge place the corner-stone of our Teachers' Assembly Building. The day was beautiful and pleasant in every way, and as the three trains with three separate engines rolled into Morehead City there were heard on every hand proud exclamations of admiration as the teachers' magnificent building came into view. The ceremony and the speeches were exceedingly attractive; everybody was agreeably impressed, and therefore greatly pleased and in the best of good humor, and thus the day will be long remembered with gladness by the thousands who were present. The next issue of THE TEACHER will give a full account of the occasion, with stenographic report of the addresses.

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THERE IS great interest manifested in the prize examination in North Carolina History. Who will win the gold watch?

THE DEDICATION ceremony of our Assembly Hall will occur on June 14th, and there will be an address by one of the finest orators in the Union.

GOVERNOR A. M. SCALES, of North Carolina, and Governor Lee, of Virginia, have been invited to be present at the opening of the Assembly on June 13th.

DON'T DELAY in securing your Certificate for this year. Send to the Treasurer at once before the rush begins, and thus you may avoid a disappointment in getting the Certificate in time.

YOU CAN engage your room at the Atlantic Hotel in advance of the meeting of the Assembly by writing to Messrs. Beermann & Cooke, Morehead City, N. C. Nearly $30,000 have just been spent in enlarging and improving this immense hotel, and it is refurnished new throughout.

MESSRS. W. H. & R. S. TUCKER & CO., one of the largest dry goods firms in the South, have very kindly given the teachers enough of the beautiful North Carolina Pine Fibre Matting to carpet the Assembly Hall and the stairway. The thanks of the profession are tendered these liberal gentlemen.

THERE WILL be published a daily edition of THE NORTH CAROLINA TEACHER during the session of the Assembly, and it will be supplied without charge to all members of the Assembly who attend the session. The editor will also pay postage on copies which may be sent to friends who are absent.

MAKE YOUR arrangements for at least a ten days' stay at the Assembly this season; but it is better yet for you to try to stay at Morehead City during the entire session, and then you will return home and to your work with new strength, new ideas, new ambition, new enthusiasm and new determination to be a better teacher than ever before.

AT THE request of many principals of high schools there will be special consideration given to the subject, "Needs of our High Schools," on June 25th, during the second week of the Assembly. This will be a very important discussion, and it is expected that most of the leading teachers in the higher schools will be present on the occasion.

FRANK LESLIE'S ILLUSTRATED NEWSPAPER will have a full report of the exercises of laying the corner-stone of the Teachers' Assembly Building, with illustrations made by a special artist at that time. Copies of the paper may be had by sending 10 cents to Messrs. Alfred Williams & Co., Raleigh, N. C., or to any newsdealer. You will be glad to have the paper as a memorial of this day in the history of our State.

THE "County Superintendents' Day" will be largely attended by this most important school officer in our State. Major Finger, the State Superintendent, will discuss with them the needs of our public school system in all details of the work, and it is expected that this conference will result in some very desirable changes being made in the law by the next Legislature.

THE WORK by Professor Alexander E. Frye, of Harvard College, Cambridge, Mass., on "Teaching Geography" will be of great value to the profession. Professor Frye was formerly principal of the celebrated Quincy School at Quincy, Mass., and training teacher in Col. Parker's Cook County Normal School (Illinois), and he is an expert in his specialty. His work at the Assembly will alone be worth more to an ambitious teacher than the entire expenses of the session, and no teacher can afford to miss this special instruction in a most important subject of school work.

THE ASSEMBLY is now maturing plans for organizing an Art Association in connection with its work; the Association to consist of all teachers of drawing and painting in the schools of the State, also all persons who are interested in the subject of Art, either as professional or amateur. There will be a grand Art Exhibition at each annual session, with liberal premiums offered for best specimens of work, and the pictures which win premiums are to remain in the Assembly Hall as a permanent art exhibit and for beautifying the teachers' summer home. Thus we will soon have a very fine and attractive art gallery and the only one in North Carolina. At the request of the Secretary a friend of the Assembly has offered a premium of $50 for the best oil-painting of any North Carolina teacher or member of the Assembly, the picture to be made during this fiscal year and exhibited at Morehead City in June, 1889.

THE TEACHERS have been aided by the following friends in the construction and furnishing of their Assembly Building: Julian S. Carr, Durham, N. C.; Dr. George W. Blacknall, Raleigh, N. C.; Alfred Branch, Wilson, N. C.; T. J. Gardiner,

Wilson, N. C.; Frank Barnes, Wilson, N. C.; Ashley Horne, Clayton, N. C.; W. W. Fuller, Durham, N. C.; A. G. Bauer, Raleigh, N. C.; Charles A. Goodwin, Raleigh, N. C.; Alfred Williams & Co., Raleigh, N. C.; University Publishing Co., New York; J. B. Lippincott Co., Philadelphia; E. H. Butler & Co., Philadelphia; Cowperthwait & Co., Philadelphia; A. H. Andrews & Co., New York; Harper & Brothers, New York; Clark & Maynard, New York; G. & C. Merriam & Co., Springfield, Mass.; Rand, McNally & Co., Chicago; A. S. Barnes & Co., New York; Morehead City Board of Aldermen, Morehead City, N. C.; F. A. Watson, Raleigh, N. C.; T. S. Stevenson, Raleigh, N. C.; H. Mahler, Raleigh, N. C.; W. H. & R. S. Tucker & Co., Raleigh, N. C.; M. W. Wolf & Co., Baltimore, Md.; Norris & Carter, Raleigh, N. C.

THE TEACHERS' visit to the North is a part of the Assembly work for the pleasure and improvement of the profession, and it will occur just at the close of the session, June 29th. The trip begins at Morehead City and is exclusively for members of the Teachers' Assembly, and no persons will be permitted to join the party anywhere except at the starting point. The tour is arranged to occupy ten days, and the route will be as follows: Morehead City to Norfolk; up the Potomac River to Washington City, spending four hours in a visit to the National Congress in session and also a visit to the President; by rail to Baltimore; steamer, *via* Delaware and Chesapeake Canal for the purpose of seeing the workings of canal locks, to Philadelphia; rail to New York; thence *via* Fall River Line of steamers to Boston. The party spends three days in New York, two in Boston, and one at Martha's Vineyard. On the trip there will be visits made to Coney Island, Long Branch, and up the Hudson River. Also an optional trip to Niagara Falls will be arranged for those who prefer that to the visit to Boston. The entire necessary expense of this tour will not be over $35, and the expense may be lessened by omitting some of the places to be visited. The number of persons in the party is positively limited to one hundred and fifty.

# EDITORIAL.

## THEY BELONG TO THE PEOPLE.

The public schools which the State provides for her people are not in any sense a gift or charity, but they *belong* to the people, having been bought and paid for by them. The State simply handles the public school money for her citizens as a trust and all the officers who receive or disburse this fund are trustees for the people. The public school is not a "free school," though often called so, because somebody is paying the money for its support, and the mere fact that we pay the money to the sheriff, thence to the treasurer and finally by him to the teacher instead of our paying the salary direct to the teacher as in a private school does not materially change the nature of the school. The main difference is this: We by statutes duly enacted prescribe a course of instruction to be given in the schools which our common fund has provided, and it is not in the power of a teacher in one of those schools to introduce different studies or higher branches, except by consent of the "stockholders" (tax-payers) of those common schools.

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THE EDITOR appreciates the many kind invitations to deliver addresses at the closing of schools, and he regrets that he is compelled to decline all of them on account of so much Assembly work being on his hands just at this time.

YOU WILL find the "North Carolina Speaker" very helpful to you in arranging the programme for your school exhibition this summer. The pieces for declamation are live, fresh, patriotic, varied, attractive, easy and in every way "taking."

If you know anything about the schools in North Carolina that we don't know and which the profession ought to know, if it is worth knowing, don't you know that is your duty to let us know it that the teachers may also know that it comes from you? you know? But they can't know unless you let us know the things which you know that will be good for all our people to know, you know.

We want an active agent for The North Carolina Teacher at every Normal School and other educational gatherings in the State this summer. We also have several other publications of special interest and value to the profession, and a good agent, with the liberal commissions we pay, can easily earn a fair salary during the vacation, besides enjoying the various meetings of the teachers. Forward your application at once, with testimonials, to Messrs. Alfred Williams & Co.

The subject of Mythology is being more largely introduced into our schools, and it has been difficult to find a text-book upon this subject which was simple enough and at the same time sufficiently comprehensive. Our readers will find in this number of The Teacher the first part of a study in Mythology which we think will prove very helpful to them. The article was prepared many years ago by Mr. Solomon Mordecai, who was then a very popular and successful teacher at Warrenton, and the work was written specially for the pupils of his school. The treatment is condensed so that the teacher may prepare the lesson by enlarging the study by means of short talks at each recitation.

## OUR SUMMER NORMAL SCHOOLS.

[We give the list of appointments complete as far as the information has been furnished us. It will be seen that all the summer Normals begin after the Assembly adjourns, and this gives ample opportunity for teachers to catch some of the inspiration and enthusiasm of the Morehead City meeting before entering upon the Normal work.—Editor.]

SPARTA.—Superintendent, C. D. McIver. Begins July 30.

WINSTON.—Superintendent, W. A. Blair. Teachers: E. P. Moses, M. C. S Noble, E. C. Branson, J. J. Blair, Mrs. J. A. McDonald. Begins July 10.

ASHEVILLE.—Superintendent, H. E. Shepherd. Teachers: Rev. B. E. Atkins, P. P. Claxton, Mrs. H. M. Davidson, Miss Katie Millard. Begins July 3.

WASHINGTON.—Superintendent, Alexander Graham. Teachers: Prof. Raub, Collier Cobb, J. C. Meares, Miss Cook. Begins July 19.

FRANKLIN.—Superintendent, L. B. Evans. Teachers: G. L. Wills, W. J. Sentell, Miss M. R. Goodloe, Miss G. Sharp, Miss H. Osborne. Begins July 16.

NEWTON.—Superintendent, E. A. Alderman. Begins July 5.

ELIZABETH CITY.—Superintendent, S. L. Sheep. Teachers: M. C. S. Noble, Prof. Houck, Mrs. E. G. Thompson. Begins July 9.

WILSON.—Superintendent, S. E. Warren. C. D. McIver, Principal. Begins July 4.

GREENSBORO (colored).—Superintendent, B. F. Blair. Begins July 2.

## ABOUT OUR TEACHERS AND SCHOOLS.

DR. W. COBLE will take charge of Kernersville High School next session.

MR. ALLEN JONES, JR., is principal of Pocket High School, Moore county.

MISS LULA HASKINS has a flourishing school at Holloway, Person county.

MISS FANNIE FISHER, of Concord, has taken charge of a school at Lexington.

THE CLOSING exercises of Fork Academy, Davie county, will take place May 23d.

REV. M. L. WOOD will preach the sermon before the pupils of Jonesboro High School May 23d.

REV. W. F. WATSON is, next year, to be a member of the Faculty of Thomasville Female College.

Hon. F. M. Simmons will deliver the address at the close of the Kinsey School, LaGrange, May 21st.

Rev. J. S. Dill, of Goldsboro, will preach the commencement sermon for the Chowan Baptist Female Institute.

Liberty High School closed May 3d. The address was by Rev. E. W. Smithers, of Greensboro. Enrollment 140.

Mr. John T. Paris, of Cross Roads, Yadkin county, will close the spring term of his academy on the fifteenth of June.

Wilson Academy, Lenoir, Caldwell county, Mr. E. F. Wakefield, Principal, will close June 1st. The enrollment is 53.

President J. F. Crowell, of Trinity College, will deliver the address at the close of the Winston Graded School on May 17th.

James W. Forbis, Esq., of Greensboro, is to deliver the literary address at the closing exercises of the Germanton High School.

Rev. J. S. Dill, of Goldsboro, has consented to deliver the annual literary address at the commencement of Kinston College on June 7th.

Dalton Institute, Stokes county, near Pilot Mountain, continues its successful career under the management of Mr. W. A. Flynt, A. M.

Rev. H. M. Brown, of Winston, N. C., will deliver the alumni oration at the coming commencement of North Carolina College May 31st.

Rev. J. C. Clapp, D. D., will preach the Baccalaureate Sermon at Catawba College. The address will be by Mr. S. E. Williams, of Lexington.

Rev. W. C. Wilson will deliver the literary address at the closing exercises of Boonville Academy, Davie county, on Thursday, May 24th.

George H. Small, Esq., of Washington, N. C., will deliver an address at the commencement exercises of the Elizabeth City Academy in June.

Rev. Dr. Edward Rondthaler has resigned the presidency of Salem Female College, and Rev. Dr. Clewell has been elected to succeed him.

James Norfleet, Esq., of Henderson, will deliver the literary address at the commencement of Middleburg Academy on Wednesday, June 30th.

The President has appointed Rev. Ezekiel Ezra Smith, the superintendent of the Colored Normal School at Fayetteville, to be minister to Liberia.

A. D. Jones, Esq., will deliver the address at the closing exercises of Buie's Creek Academy May 19th. The attendance is over one hundred.

The teachers of Moore county have formed a Council, which meets four times a year. "Old Moore" is in the front rank and is keeping good company.

The Baccalaureate Sermon before the graduating class at the University of North Carolina will be preached Wednesday afternoon by Rev. Wayland Hoyt, D. D., of the Memorial Baptist Church of Philadelphia, one of the largest churches in the United States. Dr. Hoyt is one of the most brilliant pulpit orators in the Union.

Hon. W. J. Green, of Fayetteville, will deliver the address at the closing exercises of Cokesbury Academy, Harnett county, May 18th. The attendance is 49.

Hon. Kemp. P. Battle, of the University, will deliver the literary address at the approaching commencement exercises of the High Point Classical Institute.

Prof. W. A. Whitted, of Morrisville, has a flourishing school, and the prospects are that he will establish on a permanent basis one of the best academies in the State.

The closing exercises of Yadkin Mineral Springs Academy, Palmerville, will take place May the 18th, 1888. Hon. J. C. Scarborough, of Thomasville, will deliver the literary address.

The present term of Concordia College, at Conover, Catawba county, will close on the 17th of May. Mr. H. T. Phillips has accepted an invitation to deliver an address on the occasion.

The Trustees of Davidson College have announced that they will elect a president in June to succeed Dr. McKinnon, whose feeble health demands that he shall retire from the position.

The commencement exercises of Fremont Institute at Fremont, Prof. W. H. Hand, Principal, will take place on June 5th. Prof. E. A. Alderman, of Goldsboro, has been chosen to deliver the address.

Piedmont Seminary, Lincolnton, will close its session May 30th and 31st. Rev. C. W. Byrd, of Salisbury, will preach the sermon, and President Battle, of the University, will deliver the literary address.

Davidson has a good selection of speakers for commencement. Rev. W. W. Moore, D. D., will deliver the Baccalaureate Sermon. Rev. John L. Giradeau, D. D., will preach the annual sermon before the Y. M. C. A. Hon. Kemp. P. Battle will deliver the annual address.

The commencement exercises of Littleton Female College will take place on the 30th of May. Dr. B. F. Dixon, of Oxford, will preach the annual commencement sermon, and the literary address before the Eunomian Society will be delivered by George P. Hart, Esq., of Rocky Mount.

The commencement exercises of Greensboro Female College occur on May 30th. The annual sermon by Rev. W. S. Creasy, of Wilmington, and the alumni address by Bishop C. B. Galloway, of Mississippi. The graduating class numbers thirty-two. The literary address is by Rev. Thomas Hume, D. D., of the University.

It is proposed to raise fifteen thousand dollars to endow a chair at Trinity College to be called "The Braxton Craven Chair." This proposition is already meeting with favor, and the many ardent admirers of Dr. Craven during his life of toil at Trinity, and his unswerving devotion to the cause of Christian education, will be glad, in this appropriate and modest way, to cherish and honor his memory.

THE COMMENCEMENT exercises of the Salem Female College will take place June 5th and 6th. The Baccalaureate Sermon will be preached on Sunday morning, June 3d, by Rev. Thomas Hume, D. D., one of the most distinguished Baptist clergymen of our State, and Professor of English Language and Literature in the University of North Carolina.

THE DATE fixed for the commencement at Trinity College is June 14th. Rev. W. W. Bays, D. D., of Asheville, will deliver the annual address on June 13th. Rev. W. H. Moore, of the North Carolina Conference, will preach the Theological Sermon on Sunday preceding commencement. Bishop J. S. Key has been requested to preach the annual sermon, but has not yet accepted. The reunion of the students promises to be the biggest thing in the record of Trinity, if it is carried out as contemplated.

## CUPID AMONG THE TEACHERS.

'Tis said that "figures never lie,"
That one and one are always TWO;
But Cupid proves, with work so sly,
Some wondrous things that figures do.
And when he claims a teacher's hand
All rules of figures then are done,
Though TWO before the preacher stand
This one and one are ALWAYS ONE!

MISS DORA F. COOKE was married April 19th, at Louisburg, to MR. J. M. TISDALE, of Johnston county.

## IN MEMORIAM.

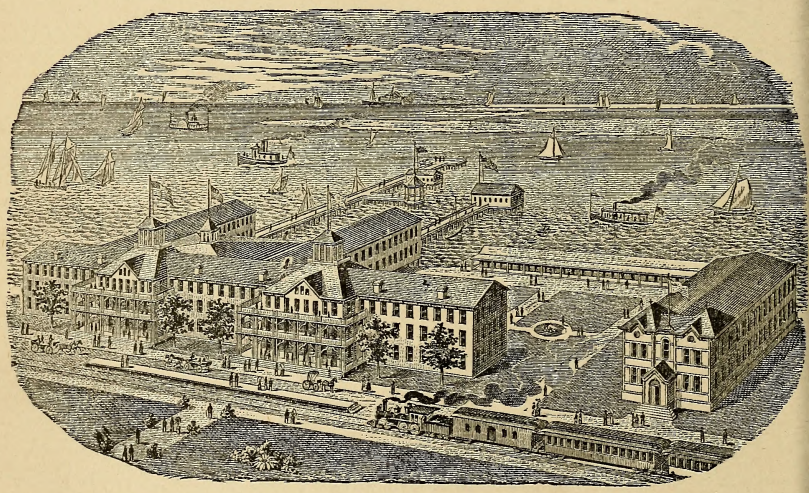
"Death hath made no breach
In love and sympathy, in hope and trust.
No outward sign or sound our ears can reach,
But there's an inward, spiritual speech
That greets us still, though mortal tongues be dust.
It bids us do the work that they laid down—
Take up the song where they broke off the strain;
So, journeying till we reach the heavenly town,
Where are laid up our treasure and our crown,
And our lost, loved ones will be found again."

REV. E. F. ROCKWELL, D. D, a graduate of Yale College, and for many years a teacher at Fayetteville, Davidson College, and Statesville, died April 16th. He was an eminent minister of the Presbyterian Church and distinguished for his great learning.

MRS. DR. WARE (*née* Miss Mary R. Richardson), teacher in Peace Institute during the years 1886–'87, died early in May at her home in Staunton, Tenn. She was a daughter of the late Rev. Dr. Richardson, formerly Professor of Greek and Latin in Davidson College, and author of the recent book, "The Three Pronunciations of Latin."

THE

# Educational Capital by the Sea.



OLD PART OF HOTEL. NEW BUILDING. TEACHERS' BUILDING.

The Atlantic Hotel and Teachers' Assembly Building

MOREHEAD CITY, N. C.

# THE NORTH CAROLINA TEACHER.

VOL. V. RALEIGH, MAY, 1888. NO. 9.

EUGENE G. HARRELL, = = = = = Editor.

## IMPRACTICAL EDUCATION.

"FOOTPRINTS ON THE SANDS OF TIME."

She'd a great and varied knowledge, picked up at a foreign college, of quadratics, hydrostatics, and pneumatics very vast.

She was stuffed with erudition as you stuff a leather cushion, all the ologies of the colleges and the knowledges of the past.

She had studied the old lexicons of Peruvians and Mexicans, their theology, anthropology, and geology o'er and o'er.

She knew all the forms and features of the prehistoric creatures—icythosaurus, plesiosaurus, megalosaurus and many more.

She'd describe the ancient Tuscans, and the Basques and the Etruscans, their griddles and their kettles and the victuals that they knawed.

She'd discuss—the learned charmer—the theology of Bramah, and the scandals of the vandals and the sandals that they trod.

She knew all the mighty giants and the master minds of science, all the learning that was turning in the burning mind of man.

But she couldn't prepare a dinner for a gaunt and hungry sinner, or get up a decent supper for her poor voracious papa, for she never was constructed on the old domestic plan.

[For The North Carolina Teacher.]

# A PLEA FOR HIGHER FEMALE EDUCATION.

BY MISS EVA BELL SIMMONS, WAKE FOREST COLLEGE.

Beecher defines education as "the knowledge of how to use the whole of one's self."

Women are often like knives with many blades—they know how to open one and only one of them. If it be true that "ignorance is the curse of God," they have borne a double portion of the curse pronounced upon our first parents.

But being loosed from the thraldom so long encompassing her before the dawn of Christianity, woman has begun to feel a longing for "something better than she has known," an aspiration to completely burst the shackles of ignorance now encircling her.

The question of Higher Female Education is an intensely practical one. The female population far outnumbers the male—a singular violation (?) of the law of the survival of the fittest. In Massachusetts alone this excess amounts to eighty thousand. One hundred thousand spinsters! Since, in our country, Mormonism is illegal, a large number of women of refinement and good social position are necessarily thrown upon their own resources for support. They must choose a vocation which the world considers honorable, and in which they can retain a social position equal to that of their fathers and brothers in their professions. Practically they are confined to teaching. Prejudice acts as an inexorable barrier against their practice of law or medicine. The sentiment is also prevalent, however wrong it may be, that the trades of dress-making, millinery, etc., are degrading, and, if this could be overcome, the competition is so great—the occupation being often alike to the educated and illiterate—that the income from such work would be a bare pittance. Imparting knowledge seems to be a natural gift to woman, and it seems well that she, in whose care the first years of childhood are spent, who first "teaches the young idea how to

shoot," should possess this faculty. Possessing inherently the requisite qualifications for teaching, it is pre-eminently important that she should be afforded a thorough training for this position.

A vast number of unhappy marriages are owing to the fact that girls with no means of support, and conscious of their inability to support themselves, marry men utterly uncongenial to their tastes, whom they do not and cannot love. On the other hand, it is doubtful whether a knowledge of Greek roots or Euclid's Propositions ever prevented a woman from marrying the object of her affections, if a worthy one, while it does render her more careful, independent, and discriminating in this matter. But the utilitarian will say that the probabilities are that most women will marry and the expenditure of time and money on their education will be rendered useless. He accuses them of "running with the hare of self-support and hunting with the hounds of matrimony."

Leaving out of the question the large number of widows with families dependent on them for support, an intelligent man wants a wife who can converse with him on some more congenial topic than the imperfections of servants, Mrs. Blank's new bonnet, *et cetera, ad infinitum.* The happiness of both sexes will be doubly enhanced when, through the instrumentality of a higher education, the future so beautifully portrayed by Tennyson shall become a reality:

> "Yet in the long years liker must they grow;
> The man be more of woman, she of man;
> He gain in sweetness and in moral height;
> She mental breadth, nor fail in childward care,
> Till at the last she set herself to man
> Like perfect music unto noble words."

There is no sphere in life in which one's usefulness is not increased by education—not only the training of a specialist, but a thorough general education. So in the ordinary routine of household duties, a thorough education, including Latin, Greek and Mathematics, is of great practical value. Surely a knowledge of Political Economy is essential, where a woman has to

be, in the household bank, at once president, cashier, teller and discount clerk, with, as Talmage says, a panic every few weeks.

It is not probable that an acquaintance with the "Memorabilia" will render a woman any nearer akin to Xantippe, while the courage and heroism of many women of antiquity, *par example*, the mother of Regulus, and the mother of the Gracchi, cannot fail to act as an inspiration to their sisters of the present day. Although drudgery is not woman's proper sphere, if, through any concatenation of circumstances, she should be compelled to descend to the *cuisine*, a knowledge of chemistry on her part might render the *menu* more inviting. This argument for female education may be of some weight with those "lords of creation," if it be true that the way to their reason is through their œsophagus.

Butler's suggestion to

> "Resolve by sines and tangents straight
> If bread or butter wanted weight,"

would be a rather difficult process, but a knowledge of the higher mathematics, including Calculus, Physics and Astronomy, besides being frequently susceptible of a practical application, is of especial value in enlarging one's views and broadening one's intellect. A philosopher has said that it is not what a man knows but what he has forgotten that makes the man. In the field of Astronomy, Caroline Hershal has set her sisters an illustrious example by showing what a woman can do in a department hitherto considered beyond the range of her intellect.

Woman has begun to appreciate the importance of a higher education than has until recently been within her reach. But, even at present, acquiring a collegiate education is, to most women, as impracticable as attaining the Presidency of the United States—in the estimation of Mrs. Lockwood, probably more so.

How shall they be taught without a teacher? Where are the necessary institutions of learning? Echo answers, "Where?"

May the eyes of our educators soon be opened to the necessity of opening the doors of their male colleges and universities to females. The advantages accruing from this are obvious and

are recognized by even the most conservative of Northern educators. In the first place, the endowments of the institutions for both sexes would be united, thus placing them on a firmer and broader basis. This would be especially advantageous to the females, as their best colleges have comparatively little endowment and the number of these institutions is appallingly small. In the second place, the influence which the sexes mutually exert is, to say the least, beneficial. It has been said that the refining influence exerted upon the male students by such companionship is not to be doubted, but the reflex influence upon the other sex is more deleterious. This admission is a surprisingly humble confession of the superiority of the "weaker sex," one which many thinking men are unwilling to make. A professor in one of our leading Southern colleges, in discussing this question, says: "I am unwilling to admit that my influence upon my wife, or my son's influence upon my daughter, is deleterious. Neither can I admit this in general as applied to co-education. It would be a reflection upon myself and the Creator who has, for the mutual benefit of all, seen fit to place us in families."

It seems inconsistent that children of both sexes should be educated in the same schools when there is really no necessity for it, while intelligent young ladies who have arrived at the age of discretion should be debarred those privileges and advantages which cannot be attained elsewhere.

Co-education seems to be the only immediate solution of the problem of Higher Female Education. Perhaps in the future philanthropists will realize the importance of thoroughly equipping and endowing separate institutions for girls. God speed the day.

It is objected against the higher education of women that their physical constitution is inadequate to the severe strain which the acquirement of a thorough education necessitates. Let us look at the statistics. A reference to them will show that female college graduates enjoy twenty per cent. better health than the average woman. Dr. Jane Hall, of Vassar College,

says: "As I behold the animated faces, the healthy bloom and high spirits of the young women, I fail to find any cause for the assumption that their work is, in any sense, done at the expense of their vitality." If we trust the evidence of our senses, we shall be convinced that female college students have better health than they who live in pampered idleness at home or, still worse, amid the frivolities of society life. Rusting out is as bad as wearing out, and there are as many victims to the former disease, among females, as the latter. The inanities of society dissipation are more deleterious, physically as well as morally, than the work done by the average university student. The pretty pate of many a society girl forms a vacuum rivalling the Torricellian in its perfection and alas! too frequently it is an "*aching void.*" But, to speak absolutely as well as relatively, statistics prove that the higher education is *not injurious to health* and that *college students enjoy better health than other women.*

Secondly, it is objected that the mental calibre of woman is so vastly inferior to that of man as to render her incapable of receiving an equal education. The expression of the old bard seems appropriate:

"Man, to man so oft unjust, is always so to woman."

Let those who assert the inferiority of the gentler sex remember that according to a well-established law of heredity the intellectual faculties of the mother are reproduced in the son, those of the father in the daughter, nor hereafter stultify himself by such an accusation of his mother's sex.

But, sentiment aside, let us again turn to the statistics. The co-educational system has already been adopted in many Northern colleges and is well-nigh universal in the Old World, and it is the opinion of many of the most scholarly and experienced professors in these colleges that in mental ability the girls equal the boys. It is a matter of fact that they are as often the winners in scholastic contests.

The President of Columbia College, a co-educational institute, expresses himself as pleased at the "singular proficiency" of the female students.

A member of the faculty of Syracuse University states that the young ladies are "as scholarly in every department as the young men," while in the University of Michigan they are said to be not only more faithful, but make better attainments than the men.

But, to go a little further back for information, let us consider such women as Mrs. Browning, Mrs. Stowe, Harriet Martineau, Rosa Bonheur, Louise Kellogg, Madame DeStael and Madame Roland—women who have been famous in Literature, Painting, Music, and even Politics! Surely there is no discount upon their calibre. This dogma, that of the inferiority of woman, is even now being refuted.

May the day be hastened when her true position shall be attained, when her intellect shall be appreciated, when her mind shall be afforded those facilities for training of which she has so long been deprived. Then will she realize the grand old poet's high ideal:

> "The fairest of creation, last and best
> Of all God's works, creature in whom excelled
> Whatever can to sight or thought be formed
> Holy, divine, good, amiable, or sweet."

## HUMBUG IN "MODERN TEACHING."

BY A. B. BLODGETT, PRINCIPAL PRESCOTT SCHOOL, SYRACUSE, N. Y.

NUMBER TWO.

*In number.*—One of the earliest ideas in the mind of children is that of number. The average two-year-old child knows two of anything when he sees them and can talk sufficiently well about them for the time being. A three-year-old can do the same with three and four. A four-year-old will drive old heads wild questioning about five, six, seven and eight; while a child of five years can sufficiently handle all numbers from one to ten

to go beyond that limit after two weeks in school; yet we hold them to the study of ten for a whole school year of ten months, and to breathe eleven or twelve would require the courage of a Napoleon or the dash of a Sheridan.

Some one will say: "But see the language we teach in that time." Well, what language?

Is it anything the children will not learn incidentally while pushing out into newer and better fields of work? Is the language they need just now that which will express the number of 2's in four, the 3's in six, or that one-half of two is one? Is the most pressing thing just now that they shall be able to say: "If three cats were on a fence and one jumped off, two-thirds of the cats were left," etc., etc., etc.?

The whole science of mathematics is embraced in vulgar fractions; but do you deem it wise to crowd it into or onto pupils of six or even ten years of age?

No one will deny, I think, that children during their first year in school are using language far inferior in its scope to that which they have used for the two previous years at home, except in the matter of fractional number work, which to my mind is harmful at so early an age.

We seem to forget that they are ever to come in contact with these things again, or that there is more to follow; and, like the small boy at the picnic, they get their jackets thoroughly stuffed from the first dish passed to them, and not for their comfort or benefit.

*In geography.*—The study of geography properly commences at home, radiating from school-room to yard, ward, city, county, State, etc.

To get a proper understanding of city or county it is required to draw an oblong consisting of twenty squares, four by five, and then the work begins, the teacher at the board, each pupil at his desk.

The sides of these squares, or many of them, are divided, and re-subdivided into halves, quarters, eighths, etc., and under the direction of the teacher each pupil begins at the second

upper division of the right side of the third square from the south-east corner and thence upward through this and that division of successive squares till he comes to the last tier but one counting from the lower left-hand corner, and he has marked quite accurately the position of the West Shore road, Butternut Creek, or the proposed route of Mr. Sweet's pipe line from Salmon River.

Have *you* ever needed to know, even of our own county, one-half of all we attempt to teach C Junior pupils in geography? Do *they* retain it? Is it worth the time given as a matter of mental discipline?

And then the *moulding board!* New revelations have come to old teachers, no doubt, as they gazed on lake, cape and island, and caressed mountains formed by their own fair hands; while they have actually revelled in imaginary villagers scampering away from the embryo volcano they have manufactured, which, with the aid of paper, kerosene and a little brimstone, has been made very real to the little benighted ones who could not understand the language necessary to its description.

In the world's economy any great work finds its master ready to accomplish it.

Conversely, any truly great man finds his work at hand when he is ready for it.

We tremble, therefore, when we think of what this world might have had for Abraham Lincoln to do could he have been placed in the hands of a modern teacher and at an early age have moulded the State of Illinois in sand, or have learned all the combinations in ten in one year in school.

*Overladen courses.*—Time would fail me to take up the subject of drawing and state the many things required in a three years' primary course.

Suffice it to say that the little heroes are expected to draw in the air, on paper, slate and board, to cut from paper, mould in clay, and also pronounce the technical names of lines, angles and solids in great variety.

No wonder a prominent educator from the East, while visiting in this vicinity a short time since, and after listening to the babies struggling with *equilateral*, *scalene* and *isosceles* triangles, turned to his companion and said: "Let *us* isosceles out of here; this out-Herods Herod."

"They learn to do only by doing," says our psychologist, and then he immediately sets the lazy teacher at work, developing, clearing up, straightening out, obliterating everything that would cause the pupils *to do* if he should find his way out for himself.

What a magnificent physique a man would present who had all his food and drink prepared and poured into his stomach through a funnel, discarding entirely the process of mastication and salivation! Yet wherein is the difference, when we prepare, develop and mentally masticate, salivate and largely digest all that we pour into or onto the heads of our pupils? What can we expect in the line of clear, clean-cut thinking and aggressive work?

"*Never* let a child see a misspelled word or hear an ungrammatical sentence." No, never let him know that there is such a thing as a thief or a piece of counterfeit money in the world. He might become the one or pass the other.

"*Never* tell a child anything he can find out for himself." Assuredly not. Do all his work for him, deprive him of all the powers he requires for any advancement whatever and then tell him to help himself.

"*Never* name the pupil who is to recite before the question is asked." No, for if the question should be a particularly close one, containing not more than one undeveloped word, or one word he has never before needed and consequently never had, he *might* understand it the first time you asked it.

"*Never* give a child a new word till he needs to use it." No, or he might, reasoning from analogy, fall into the habit of laying by a dollar or two for that "rainy day."

Like a flock of sheep the great mass of teachers, some from choice, others from being natural followers and still others under official leadership, but doubting all the time, have like sheep

jumped or attempted to jump just as high as the leader; and what is the result?

Two-thirds of our educators are in the air blindly groping about, feeling their way and looking for a place to land. I quote the exact words of one who said: "We are feeling our way along, and don't know yet just where we are coming out."

I think I have *under* rather than *over* stated the work of the primary teacher of to-day, and have confined myself to their work both from lack of time and because I desire to locate in its proper place the cause for an effect which I now state, viz.: a general inability on the part of pupils from eight to fifteen years of age to do for themselves, to think out, dig out, understand or in any way get at the meaning of a problem, statement or proposition of any kind, clothed in language at all new to them, or containing an idea not previously developed.

On the other hand anything that can be done with the hand or through the play of the fingers is entered upon gladly; so much so that when a task is given a dash is made for pen and tablet, and when it dawns upon them that *close brain work* is necessary a blank expression settles down upon the faces of the majority of the class and they drop back into their desks in a way that says: "We have never had anything like this; it has never been DEVELOPED!" And this state of things has become chronic with our pupils.

Every obstacle has been entirely removed from their paths heretofore, and they have never attained the spirit of true pioneers.

You can't give a babe much of anything but milk; if you do you choke him to death; but no one would think of keeping up such a diet for fifteen years.

Yet the modern teacher makes spoon-victuals of about all that pertains to the mental diet of his pupils.

Little ones should work, and work just as hard as older pupils, as a faithful college student, or a professional or business man; and if not inclined to work should be made to work, with this difference only, that the number of hours should be less.

I confess that modern teaching in the hands of a skillful primary teacher has every appearance of a *complete success. It shows off well.* But we are belittling true teaching in the work of our primary schools, and *reaping the fruit thereof in the advanced grades.*

The bright pupils do not require such thoroughly pulverized material; it is absolutely stupefying to them. The average pupil will come through a more vigorous, independent thinker without it, and the dull pupil, if we throw out much that might be dispensed with, will *do* more and *know* more than is his portion to-day. One-third of all that is handled in this grade might better be omitted altogether or left for the pupils to learn by personal contact or experience, or by reasoning when the proper time shall come.

Do your best and you cannot withhold a knowledge of these minor things from them, while now we spend time, energy and strength in preparing the dose to pour into them.

Some leaders in these matters say that "Modern Teaching" is simply a compilation of all that has been shown to be good in the past. Well let us cut and try again with what the past has given us. Bearing in mind that true reform, like psychology, is a matter of slow growth, let us gradually, not hurriedly, as we came up, settle down as settle we must from our present chaotic state, proving and holding fast that which is good as we go; and we shall find ourselves not so far as we have judged from many of the solid, foundation, heroic principles of the now so-called "old fogy" school-room tactics.—*School Bulletin.*

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If a penalty for whispering or idleness is needed, I generally impose fifty or one hundred words of one, two or three syllables, as the case may be, or a page in United States History. I aim to treat my pupils with the same respect that I expect from them, and they understand me. I never threaten or promise, and seldom excuse.—*Herman Roe.*

## CONCERNING THE STUDY OF HISTORY.

The study of history is generally the *bete-noir* of the school-boy and school-girl. We believe this is the fault, not of the pupil, but of the teacher and the text-book, and of the insane idea, prevalent both in and out of the school-room, that success in study is measured, not by the quality of knowledge acquired, but by the quantity of ground covered. Accordingly, the history of a country, sometimes a history of the whole world, is put into a single volume, and a pupil is expected to master it in a term, or at most in a year. He crams himself with an array of dates, names and events; while the realities which these symbolize he knows nothing about. He can tell you the date of the Magna Charta, but whether it was a document or an animal he hardly knows; and as to its relations to English history, what it grew out of, and what grew out of it, he knows nothing. He can perhaps give, without halting or hesitating, the line of the kings and queens of England; but what kind of a creature was King John, what kind of royalty was represented in even Henry the Eighth or Charles the First, he has little or no idea. As to history as the development of a national life, and the mental and moral evolution of society, and the successive processes by which it has emerged from barbarism and entered into civilization—of this he has not the faintest conception. Geography is studied in much the same way. When we were in the West, in a prairie country, where the highest known hill was the bluff along the river, a child in the public school, who was studying about the Rocky Mountains, or the Andes, or the Alps, innocently asked her teacher whether a mountain was as high as the Congregational church steeple, that being the highest thing within her observation. It would seem to be self-evident that a child should learn what a mountain is before she should endeavor to learn where the mountains are and what their names; so she should learn the significance of the facts, and the character of the great historical personages, before she undertakes to learn the dates of

these events, the birth and death of those personages, and the way in which they followed one another upon the stage. The fundamental principle in all science is that the specific precedes the generic. General principles and truths are deduced from specific illustrations. In order to know, we learn events first and laws afterward. But in our common methods of education we reverse this process, stuff our children's memories with laws that they cannot understand, and then expect them to proceed to the illustrations and events which from those laws have been deducted. We ought to reverse the process. We are beginning to put language first and grammar afterward, as the vernacular is always taught in the home. This is the natural method; so we ought to teach, in arithmetic, problems first, rules afterward; in science, experiments first, generalizations afterward; in geography, physical facts first, political divisions afterward; in history, geography first, history afterward.

Mr. Carlyle has stated that universal history is, at bottom, but the history of great men. "They certainly make and designate the epoch of national life," says Samuel Smiles. Let us, then, teach our children, first, who the great men are, and what great things they did, then weave these great events into a continuous history, and the story of the lives of these great men into the story of the life of humanity. No child can be expected to be interested in, because no child can be expected to comprehend, the history of the beginning of the English constitution, but any child may be interested in the romantic history of Alfred the Great. No child can be expected to comprehend feudalism, but any child may read with interest the life of William the Conqueror, and so learn what feudalism is before he has become conscious that he is studying it. The history of the Reformation can be nothing but a bewildering maze of dates, names, and hard words to a child, but the story of Luther, or William of Orange, of Henry the Eighth, or Queen Elizabeth, and Mary, Queen of Scots, may be made as interesting as a story-book to a boy or girl of moderate intellectual ambition. When thus the pupil has become interested in men, and then in

the deeds they wrought, he will be ready to go on and study the significance of those deeds, and their connection with one another, and finally the way in which, by means of them, the nation and race have made their progress toward a larger and a better life.

We suppose it is hopeless even to agitate the substitution of an intelligent study of biography in our schools for the unintelligent memorizing of what is miscalled history; but we trust it is not entirely hopeless to urge parents to provide their children with good biographies, reading them with their children in the winter evenings, and bringing them in such communication with the dry-as-dust historical studies which are being endured at school that the pupils will learn something of history in the home, notwithstanding they are studying history in the schoolroom.—*Christian Union.*

## GARFIELD'S EDUCATIONAL APHORISMS.

The student should first study what he needs most to know; the order of his needs should be the order of his work.

At present the most valuable gift which can be bestowed on women is something to do which they can do well and worthily, and thereby maintain themselves.

Grecian children were taught to reverence and emulate the virtues of their ancestors. Our educational forces are so wielded as to teach our children to admire most that which is foreign, and fabulous and dead.

One-half of the time which is now almost wholly wasted, in district schools, on English grammar, attempted at too early an age, would be sufficient to teach our children to love the Republic, and to become its loyal and life-long supporters.

This generation is beginning to understand that education should not be forever divorced from industry; that the highest results can be reached only when science guides the hand of labor. With what eagerness and alacrity is industry seizing every truth of science and putting it in harness!

# NORTH CAROLINA TEACHERS' ASSEMBLY.

## LAYING THE CORNER-STONE.

The people of North Carolina, and especially the teachers and friends of education, will long remember the 1st of May, 1888, as one of the most noted days in the educational history of the State. For nearly four months the little city of Morehead had listened to the sound of hammer and saw and witnessed the gradual growth into beautiful proportions of the building for the North Carolina Teachers' Assembly, the first structure of the kind erected in this country by the teachers for their special and exclusive use. The whole profession of this State had for four years, since the organization of the Assembly at Haywood White Sulphur Springs, been hoping and longing for a comfortable, commodious, convenient house for a summer home during the delightful annual gatherings of the brotherhood for health, rest, recreation and mutual improvement. It is not strange, then, that even the first movement towards erecting this ideal house should have intensely interested the teachers, and how earnestly they have watched its growth from stage to stage, until, like some lovely flower, it is unfolded in all its symmetry and completeness, an educational monument to the ambition and progressiveness of our teachers, an honor, a pride and a perpetual joy to the Old North State.

When the work commenced on the Teachers' Assembly Building it was decided that the corner-stone of this important structure should be laid with ceremonies appropriate to the magnitude of the interests concerned and at a season when the weather would be most pleasant for a visit to the sea-side, while at the same time the work of building should not be in any way delayed. Therefore the first day of May was chosen for the ceremonies, and after the Grand Lodge of Masons of North Carolina

had kindly consented to conduct the ceremonies, due announcement was made for the event and every preparation was completed for this most interesting occasion.

The first day of May was a typical spring holiday; a light shower in the early morning well settling the dust so as to add to the comforts of a railroad trip. About three o'clock A. M. a special train left Greensboro for Morehead City, by an early start intending to make the round trip (four hundred and sixty miles) within the day, besides giving some six or seven hours at the sea-side. Other special trains left Wilmington, Wilson and Goldsboro with a very low rate of fare from all points along the route.

Early in the morning a strong, bracing breeze from the Atlantic brought a large fleet of sharpies and every other kind of small craft into Morehead City from all the neighboring country filled with hundreds of men, women and children to witness this interesting ceremony of laying the corner-stone of the Teachers' Assembly Building. In a short time the pretty and hospitable little city was thronged with a vast crowd of happy people, pleasantly chatting away the hours before the imposing exercises should begin.

At one o'clock P. M. the first train of ten coaches arrived, every coach filled with people eager to enjoy the many interesting sights about the "Summer Capital by the Sea" and feast on the splendid and refreshing breeze which was sweeping in from the ocean. On this train were large numbers of persons from Raleigh, Durham, Goldsboro and other points along the North Carolina Railroad, and in a few moments the other trains arrived and this great concourse of people grew from hundreds to thousands, every street and thoroughfare being crowded with as pleasant, happy and congenial a gathering of people as was ever seen in North Carolina.

Among this vast assemblage could be seen representatives from among the best classes and occupations of our people, including the careful and thrifty merchant, the careful and calculating lawyer, the aspiring and affable politician, the sturdy tiller of the

soil, the devotee of Freemasonry, the hardy son of the sea, the polite and learned physician, the devoted minister of the gospel, the knight of the hammer and saw, the intelligent and influential editor, the patient and conscientious teacher, the light-hearted school-boy and school-girl, the manly and handsome soldier, and the beautiful and chatty young girl whose cheeks were kissed into bright roses by the bold sea breeze. Every age of humanity could be noticed, from the rosy-cheeked baby in the mother's arms to the great-grandfather whose steps were supported by a friendly and trusty cane, and every person seemed to be equally interested in the occasion and alike determined to lay aside all thought of business or care and make this a thorough day of enjoyment as well as the most noted day in the educational history of our beloved State.

The people from the trains all landed at the Atlantic Hotel where the large dining-room had been prepared for the use of parties bringing lunch, and soon that great room presented a scene of one immense banqueting hall. In the east end of the room was spread a magnificent feast of good things which some kind ladies and gentlemen of Morehead City had thoughtfully prepared for the officers of the Masonic Grand Lodge, the State Board of Education, the Governor's Guard, the Knights Templar, the Silver Cornet Band and other special guests.

At 2:30 P. M. the Grand Lodge was opened in the Baptist church by Grand Master Charles H. Robinson, assisted by the following officers:

F. H. Busbee as D. G. C., Dr. G. N. Ennett as G. S. W., J. B. Jones as G. J. W., W. E. Anderson, G. T.; Donald W. Bain, G. S.; A. W. Wood, G. S. D.; A. E. Oglesby as G. J. D.; R. H. Bradley, G. Tyler; E. G. Hill as G. S. B.; Dr. M. F. Arendell, G. Pursuivant; H. S. Nunn and Dr. C. J. Mattocks, G. Sect's; John Rumley, Bearer of Great Lights; O. J. Carroll, Bearer of Book of Constitutions; Rev. E. M. Stamey, Grand Chaplain; Rev. F. H. Bishop, Grand Marshal. The procession formed with the Raleigh Silver Cornet Band in the lead, followed by Wilson Commandery K. T., No. 7, Dr.

Moye, Captain General; and Raleigh Commandery, No. 4, D. S. Waitt, Captain General; the whole escort of Knights Templar commanded, by general consent, by D. S. Waitt, Captain General. Next followed the Masonic Grand Lodge and a large body of visiting Masons, then the two living Presidents of the Teachers' Assembly, Dr. R. H. Lewis, of Kinston, and Prof. E. A. Alderman, of Goldsboro; also Hon. S. M. Finger, State Superintendent of Public Education; Capt. C. B. Denson, President Board of Trustees of the Assembly, and Eugene G. Harrell, the Secretary; next the Governor's Guard, of Raleigh, Captain E. G. Harrell, in command of Lieut. Joseph G. Bernard; then followed a long line of visitors and citizens—the entire procession being conducted by Grand Marshal Bishop, and during the march along the smooth walkway from the city to the hotel the dancing waves, the playful sea breeze, and the long column of men, women and children seemed to move in sprightly rhythm to the inspiring strains of the sparkling "Dashing Beauty Quickstep" which floated upon the air from the excellent Cornet Band.

On arriving at the building the Knights Templar formed a triangle around the north-east corner, the Grand Officers occupying a platform in the centre, the visiting Masons enclosing all and the Governor's Guard forming line on the front. Then thousands of spectators gathered around and filled every window and available space in the vicinity to witness the ceremony. At this moment Mr. C. P. Wharton, photographer of Raleigh, with his camera mounted on a railway car a little distance away made several excellent instantaneous views for *Frank Leslie's Illustrated Newspaper*.

Grand Master Robinson then, in a rich, full voice, proceeded to place the handsome marble corner-stone in position by the following beautiful and impressive ceremonies of the Masonic fraternity:

CEREMONY.

*GRAND MASTER*—Brother G. S. Warden, the Grand Lodge of North Carolina having been invited by the teachers of North Carolina to lay the corner-stone of their Assembly Building, it is my order that the Grand Lodge

do now proceed to the performance of that important ceremony. Communicate this order to the G. J. Warden, and he to the Craft for their government.

*G. S. W.*—Brother G. J. Warden, it is the order of the M. W. Grand Master that the corner-stone of the Teachers' Assembly Building be now laid with Masonic honors. Communicate this to the Craft for their government.

*G. J. W.*—Brethren, it is the order of the M. W. Grand Master that the corner-stone of the Teachers' Assembly Building be now laid with Masonic honors. Take due notice, and govern yourselves accordingly.

*G. M.*—I now declare the Grand Lodge ready to proceed with the ceremony, and as no man or body of men should ever engage in any undertaking without first invoking the blessings of God, we will all reverently attend while prayer is offered by the Grand Chaplain.

CHAPLAIN.

O Lord our Heavenly Father, thou great architect of the universe, the fountain of life, light, and love, and the giver of all good gifts and graces, we Thy servants, assembled in Thy name, adore Thee as our God, and give these humble thanks for the many mercies and blessings Thou hast conferred upon us. When we look back upon the past we see that Thou hast ever been good to us, that Thy providence has ever been over us, and that Thy blessings have ever attended us—and for Thy loving kindness and all Thy tender mercies, our hearts go out unto Thee in humble gratitude and praise. But, notwithstanding Thou has blest us in the past, we are still needy creatures, and pray that Thou wilt manifest Thyself unto us on this occasion, and grant that this meeting and these exercises may promote the good of Thy people and the glory of Thy great name.

We pray Thy blessings upon the Masonic fraternity. Do Thou bless all the officers and brethren. Be with us in our labor of love and mercy. May we be men after Thine own heart, and not seek our own glory, but the good of Thy people and the promotion of Thy cause.

We pray Thy blessings upon the cause of education, and especially upon the faithful teachers of our own State. Give them wisdom and grace to support them in their work, and to enable them to rightly educate the youth of our land, and whenever they come together in this hall they have erected to Thee, may Thy presence be with them, and Thy spirit guide them in all their deliberations, and may their intercourse with one another be friendly and social, and tend to Thy glory and their advancement in knowledge.

We pray Thy blessings upon our land and country, and upon all conditions and classes of men.

Do Thou hear us in this our prayer, and guide us by Thy counsel while we live. Help us to walk uprightly before God and all mankind, and when we shall have reached that "undiscovered land from whose bourn no traveller returns," may we have a home in *the temple* "not made with hands, eternal in the heavens." Amen.

*Response*—So mote it be.

*G. M.*—Brother Grand Secretary, you will now read a list of the contents of the box to be placed in the corner-stone for the benefit of future generations.

*G. S.*—The following articles are deposited in the vault of this corner-stone: History of North Carolina Teachers' Assembly; proceedings of first session (1884) and fourth session (1887); copies of NORTH CAROLINA TEACHER, March and April, 1887; Moore's School History of North Carolina; North Carolina Speaker; Charter and Laws of the City of Raleigh; Masonic Code of North Carolina; Constitution of Governor's Guard; Knight Templar Tactics and list of officers of Raleigh Commandery, No. 4; report of State Superintendent of Public Instruction; report of State Auditor; copies of Raleigh *News and Observer, Evening Visitor, New Bern Journal;* programme of corner-stone exercises; several private business cards and sealed packages.

*G. M.*—Brothers Grand Secretary and Grand Treasurer, you will superintend the placing of the box in the proper receptacle in the stone. (Done).

## SINGING.

TUNE: AMERICA—(*Band Accompaniment*).

Father of life and light,
Our hearts in love unite
To sing thy praise.
Thou who in darkness spoke,
And light from chaos broke,
We here Thy aid invoke;
Guide all our ways.

Bend from thy Heavenly throne,
And on this corner-stone,
Which here we lay,
Grant that a structure fair,
By level, plumb and square,
May rise in beauty rare
To grace the day.

(The stone is lowered to its place, and the architect presents the working tools to the G. M., who presents the square to the D. G. M.; the level to the G. S. Warden, and the plumb to the G. J. Warden, and proceeds).

*G. M.*—R. W. D. G. Master, what is the proper jewel of your office?

*D. G. M.*—The Square.

*G. M.*—What are its moral and Masonic uses?

*D. G. M.*—To square our actions by the square of virtue and prove our work.

*G. M.*—Apply the implement of your office to that portion of the corner-stone that needs to be proved and make report.

*D. G. M.*—Most Worshipful, I find the stone to be square. The craftsmen have performed their duty.

*G. M.*—R. W. G. S. Warden, What is the proper jewel of your office?

*S. G. W.*—The Level.

*G. M.*—What is its Masonic use?

*G. S. W.*—Morally it reminds of equality, and its use is to lay horizontals.

*G. M.*—Apply the implement of your office to the foundation stone and make report.

*G. S. W.*—Most Worshipful, I find the stone to be level. The craftsmen have performed their duty.

*G. M.*—R. W. G. J. Warden, what is the proper jewel of your office?

*G. J. W.*—The Plumb.

*G. M.*—What is its Masonic use?

*G. J. W.*—Morally it teaches rectitude of conduct, and we use it to try perpendiculars.

*G. M.*—Apply the implement of your office to the several edges of the foundation stone, and make report.

*G. J. W.*—Most Worshipful, I find the stone is plumb. The craftsmen have performed their duty.

*G. M.*—The corner-stone has been tested by the proper implements of Masonry. I find that the Craftsmen have skilfully and faithfully performed their duty, and do declare the stone to be well formed, true and trusty and correctly laid according to the rules of our ancient craft.

Before the elements of consecration are presented the following hymn will be sung:

TUNE: OLD HUNDRED—(*Band Accompaniment*).

When once of old in Israel
Our ancient brethren wrought with toil
Jehovah's blessings on them fell
In showers of corn and wine and oil.

When there a shrine to him alone
They built, with worship sin to foil,
On threshold and on corner-stone
They poured out corn and wine and oil.

And we have come fraternal bands,
With joy and pride and prosperous spoil,
To honor Him by votive hands,
With streams of corn and wine and oil.

*G. M.*—Let the elements of consecration be now presented.

*D. G. M.*—I scatter this corn as an emblem of plenty. May the blessings of bounteous Heaven be showered upon us, and upon all like patriotic and benevolent undertakings, and inspire the hearts of the people with virtue, wisdom and gratitude.

*Response*—So mote it be.

*G. S. W.*—I pour this wine as an emblem of joy and gladness. May the Great Ruler of the Universe bless and prosper our national, State and city governments, preserve the union of the States, and may it be a bond of friendship and brotherly love that shall endure through all time.

*Response*—So mote it be.

*G. J. W.*—I pour this oil as an emblem of peace. May its blessings abide with us continually, and may the Grand Master of Heaven and earth shelter and protect the widow and orphan. Shield and defend them from the trials and vicissitudes of the world, and so bestow His mercy upon the bereaved, the afflicted and the sorrowing that they may know sorrow and trouble no more.

*Response*—So mote it be.

*G. M.*—May the all-bounteous author of nature bless the inhabitants of this place with an abundance of the necessaries, conveniences and comforts of life, assist in the erection and completion of this building; protect the workmen against every accident, long preserve the structure from decay, and grant to us all a supply of the *corn* of nourishment, the *wine* of refreshment, and the *oil* of joy. Amen.

*Response*—So mote it be.

The G. M. strikes the stone three times with the gavel and the public grand honors are given.

*G. M.*—To the architect—presenting the working tools—worthy sir (or brother)—having thus, as Grand Master of Masons, laid the foundation stone of this structure, I now deliver these implements of your profession into your hands, intrusting you with the superintendence and direction of the work, having full confidence in your skill and capacity to conduct the same.

Benediction by the Grand Chaplain.

Several thousand copies of the hymn and ode were previously distributed, and when they were sung the cornet band led the music and all the vast audince joined the song and swelled the grand old familiar airs heavenward.

At the conclusion of this ceremony the audience repaired to the new Assembly Hall to enjoy the remaining exercises of the occasion. Soon the great hall was packed to its utmost capacity, and though some twelve hundred people gained admission, at least twice that number were compelled to remain outside. In a short while every boat and available craft was filled with people, and with its white wings gracefully spread to the freshening breeze many hundreds of delighted people were enjoying their first sail upon salt water.

After a stirring "Overture Salutation" by the band, Dr. M. F. Arendell, Mayor of Morehead City, extended a most cordial and hearty welcome to this vast crowd of people who had gathered to witness these ceremonies which interested the whole State. He said that he had witnessed the growth of the Assembly with

the greatest pleasure and had seen this building as a tower of pride rise from its foundation to its present beautiful proportions, and that in behalf of the city he bade the teachers hearty welcome to a permanent home at the sea-side and the hearts of the people of the community. "We thank the Executive Committee of the Teachers' Assembly, and through them the Assembly, for having given the location of this beautiful building to our city by the sea. We thank you in the name of education and humanity, and add the hope that it may prove a happy selection. May the teachings sent out from this house be as pure as the waters of the mighty ocean by whose shore it is located, and as the ocean mirrors the heavens forever so may the lessons learned from your annual reunions here reflect the true principles of science and religion. Ladies and gentlemen, we again extend to you a warm and hearty welcome." He then, in graceful words, introduced the orator of the day, F. H. Busbee, Esq., of Raleigh.

Mr. Busbee was received with applause followed by the stirring strains of "The Old North State" by the band.

The remarks of Mr. Busbee were entirely *extempore*, and as he did not follow his own notes they were not preserved.

While acknowledging the bad taste of an apology, he briefly alluded to the fact that pressing and unavoidable duties connected with his official position had prevented him from a preparation adequate to the occasion.

After a statement of the nature of the masonic ceremonies and an explanation of the symbolic meaning of the corn, wine and oil used in the dedication of the corner-stone, he gave a succinct statement of the inauguration of the North Carolina Teachers' Assembly in 1884 at Waynesville, its rapid progress, and the wise selection of Morehead City as its permanent abiding place. A tribute was paid to its first President, the lamented Fray, and Dr. Lewis and Mr. Alderman, his successors, and to the energy and wisdom of the Secretary, Eugene G. Harrell, whose labors had been so effective in the erection of this beautiful building. He spoke also of the warm welcome extended and the contributions given by the people of Morehead, and the lavish hospi-

tality of the ladies of Carteret as exemplified by their reception and banquet.

The object of these annual meetings in affording a rest to the tired brains and wearied bodies of the teachers, young and old. Their first idea should be rest and recuperation—to lie in the refreshing breezes and let their eyes wander over sand drive and marsh,

> "Green in the shade, but growing golden where
> The sunbeams lighten as the zephyr passes ;"

to idly watch the breakers roll in upon the shore; to breathe in health from every breeze, and absorb it in every pore from wavelet and breaker. Then the instruction from daily mingling of teachers and attrition of mind upon mind from lecture and class-room. The establishment and maintenance of a proper *esprit de corps* among the teachers as a body, who would form a kind of trades union or association like the Medical or Bar associations. In fact, unless the pay of good teachers should be more commensurate with the value of their services the speaker rather expected to hear of a general strike. One especial necessity of a gathering of this kind among the teachers arose from the fact that the work of a teacher in the class-room was separate and apart from others, and the clash of mind against mind was in large part wanting.

Mr. Busbee spoke of the intimate connection between and interdependence of the colleges, high schools and public schools —how each would react upon and aid the other. The supply of teachers could only come from academy and college (citing Graham, Alderman, Noble and others sent from the University), and in proportion as the public schools were stronger and better attended the greater interest was felt in education generally and the higher educational establishments were aided and not injured. As great as was his interest in the University and colleges and the high schools of the State, he depended upon the public schools as the greatest factor, and if any interest was to be sacrificed those at least should be fostered.

Especially did he deprecate any antagonism between the high schools and the public schools. We may be able in North Carolina, when our finances justify it, to have advanced education in the public schools, but at present, in his opinion, there should be thorough teaching of the English branches rather than advanced classes. No Latin in the public schools until we had a system of good primary schools.

The speaker paid a tribute to the graded schools, which had given the best public education ever seen in the State, and said that there were examples which might in many respects be followed. But that the teacher in her log school-house need not be envious. As good as the work of the large graded schools was, a first-class teacher with a small class could do as perfect work—perhaps in some respects a little better, as a first-class hand-made shoe was better than the machine work of large factories. Perhaps it was a mere fancy, but sometimes the children in large schools seemed to him to think too much alike and partly to lose their individuality.

He spoke of the education of the colored race and of the increasing prejudice among white tax-payers on the subject—that the matter should be carefully and calmly considered, but he hoped there would be no steps backward, and that every colored child, as well as every white child, in the State should have an opportunity to receive a good primary education. Some negroes, and whites, also, seemed to think that education was a substitute for manual labor. Whenever a boy, white or black, got that idea in his head, the sooner he was given a course in plowing the better for him.

Mr. Busbee spoke at some length on the relation of labor to education and the absolute necessity of impressing Southern boys with proper ideas on the subject of manual labor. We trained the memory too much and neglected manual training.

The necessity for impressing correct views on the subject of education upon the people at large was urged. One good school in a neighborhood was a real object-lesson—an educational force, teaching the comparative value of good schools as compared with

inferior ones. In neighborhoods blessed with a good school there was usually little trouble in getting decent pay for the teachers.

The rate of compensation of teachers was discussed and the necessity of getting better teachers and paying more for them urged. A teacher ought to command as good wages as a cotton chopper, but sometimes they didn't. Boards of education and school committees ought to be of the very best material possible, whether the members are prominent in political manipulation or not. In some instances Mr. Busbee declared that he would willingly see women eligible to membership upon school committees, and thought there would in many instances be an improvement.

He closed with a tribute to the profession of teaching and to the body of North Carolina teachers, which met with a warm response in the audience. This is but a sketchy summary of some of the points made and is neither accurate nor exhaustive. The language, the illustrations and the quotations do not appear. Whatever notes Mr. Busbee had he did not follow, and he has informed our reporter that they would be useless to any one and had been destroyed.

After the band had rendered in fine style the "Boulanger March" with variations, Mr. Busbee introduced Hon. Sidney M. Finger, our State Superintendent of Public Instruction, who addressed the audience as follows:

One hundred years ago the Constitution of the United States was framed. It remains now substantially the same as it was then made. It founded a nation upon comparatively new and untried principles—a trial nation, whose sovereignty resided in the people, each man being a sovereign, and whose religion was free and had no connection whatever with the civil government. We have given to the world the best example, in all history, of a government by the people for the people, and of a government of perfect religious freedom, in which every citizen is protected in the worship of God according to the dictates of his own conscience.

Not only have we as a confederated nation best illustrated civil and religious liberty, but our material prosperity has been unparalleled, and the inventive genius of our people has surpassed that of all other nations.

Perhaps nothing so well illustrates our material prosperity as the rapidity with which we have built railroads. According to the statistics of 1885, we then had in the United States 125,152 miles of railroad, enough to reach around the earth five times, while Great Britain had only 18,688 miles, and France only 18,023 miles. These figures show that we then had almost seven times as many miles of railroad as Great Britain and France. The statistics show that we have almost as many miles of railroad as all the balance of the world. Forty-five per cent. of all railroads in the world will now be found in the United States.

Time would fail me to attempt to speak in detail of the rapidity with which we have developed manufacturing in almost every direction, and of the cities that have sprung up, as if by magic, throughout our borders. All around us we see evidences of our wonderful national prosperity and development as compared with other nations.

Then, too, evidences of the inventive genius of our people are abundant. On the farm they are seen in the cotton-gin, the wheat reaper, the grass mower and sulky plow, and in the work-shops and factories in the greatest variety of labor-saving machinery. Not only do you see it in labor-saving machinery of a thousand different kinds in work-shops and factories, but cast your eyes through your houses and they will fall upon a great variety of ingenious contrivances for our convenience and comfort—from a window fastener to a sewing machine—all illustrative of the inventive genius of the American people.

In a word, we are the freest, happiest, most prosperous and most inventive people in the world. May it not be well to ask why this is so?

Evidently the answer to this question is to be found, not in any race question, but in the principles underlying our government. We are indeed the most heterogeneous people that compose any nation in the world, but the masses of the people who first came to these shores were not superior to the people they left behind in England, Ireland, Scotland, Germany, Switzerland and France. Does it not become us to emphasize the principles that underlie the wonderful success of our government?

Our forefathers builded well and upon solid foundations. What foundations did they build on? The *sovereignty* of the *people* exercised *individually* and *intelligently* at the ballot-box. They linked democratic government inseparably with the education of the voters. Hear some of their ringing words:

Washington said: "Knowledge, in every country, is the surest basis of public happiness. In one in which the measures of government receive their impressions so immediately from the sense of the community as in ours it is proportionately essential. Promote then, as a matter of primary importance, institutions for the general diffusion of knowledge."

After Thomas Jefferson had retired from the Presidency he wrote to Gov. Tyler, of Virginia: "I have, indeed, at heart two great measures without which no republic can maintain itself in strength. 1st, That of general edu-

cation, to enable every man to judge for himself what will insure or endanger his freedom."

Our own Judge Murphy, pleading most earnestly for the establishment of public schools in North Carolina, said: "It is true that knowledge and virtue do not always go hand in hand; that shining talents are sometimes united with a corrupt heart, but such cases only form exceptions to a general rule. In all ages and in all countries the great body of the people have been found to be virtuous in the degree in which they have been enlightened. There is a gentleness in wisdom which softens the angry passions of the soul and gives exercise to its generous sensibilities."

So fully did their idea of education for all the people prevail in the beginning of our history as a nation that when new States were formed out of the public domain Congress made it a condition that one-sixteenth of the lands within their borders should be devoted to education. In those acts forming new States Congress provided not only for common English education, but also for collegiate and university education.

The great men who founded our National and State governments started out to rear a school-house in every community—on every hill-top. They believed the school-house to be the palladium of their liberties, their only safety and defence. Not only the school-house, but the *public* school-house. It is a fact, which I have not time to fully bring out now in figures, that those communities and States that believed strongest in public schools and provided best for them, have shown the greatest material prosperity. All over this broad land good public schools and wealth have all along our history gone together, and to-day you find them together. One is the counterpart of the other. The better the public schools the greater the wealth, or the greater the wealth the better the public schools.

Of course, I do not mean to say one word against the private schools. They have their place, and by the public schools they are fed and are ever advanced to higher standards of efficiency. Private schools never flourished much in North Carolina or anywhere else until there was established a system of public schools. Never anywhere in the world have private schools, to any considerable extent, reached the great body of the people, and they never will because of the poverty of the great body of the people and their consequent inability to pay for education.

The founders of the Republic were right. The school-house is the safety of the Republic and the sure road to prosperity. Public education is not to be promoted as charity, not for the individual benefit of the poor, but as a means of perpetuating the liberties of the people, the liberties secured to us by the expenditure of so much treasure and by bloody war. The public schools are not to be considered *soup houses* for the poor, but they are to be sustained as institutions upon which depend the safety of the persons and property of all the people and the perpetuation of our free republican form of government. Would that we could get rid of the *charity idea* in public education.

North Carolina is falling in line and is more and more recognizing the necessity for the education of the great body of the people. This excellent building is a monument to the Teachers' Assembly, for which their thanks are due to the many friends who have contributed funds for its erection, but to none more than to the Secretary, Mr. Eugene Harrell, who has given it his time and intelligent supervision. This building is the concrete expression of educational progress in our State. For wise reasons the laying of the corner-stone has been delayed until the goodly structure has been almost completed. To-day it has been laid *square*, *level* and *plumb* by the beautiful ceremonies of the Grand Lodge of Masons, that most ancient, honorable and charitable order; it has been laid in the name of *virtue*, *equality* and *rectitude* of *conduct*, and to the honor of Him who is the Grand Architect of the universe. So far as it may be proper for me to lay an injunction upon the teachers of the State, I do insist that all children shall be, by precept and example, trained up to a full appreciation of these cardinal virtues and to a reverence for God and his laws.

At the conclusion of Maj. Finger's speech the band entertained the audience with the "Governor's Guard Quickstep," and then Dr. R. H. Lewis, of Kinston, the second President of the Assembly, addressed the audience in the following words:

*Ladies and Gentlemen:*

I am grieved to say that I am left with nothing to say, for Mr. Busbee has already most completely and clearly stolen my thunder and covered the ground which I had chosen. I feel very much as the little boy at a Georgia breakfast table once. He had watched the plate of biscuits as it was passed around by the servant and had selected an elegant brown fellow with his eyes, but before the plate had reached him a little brother seized the prize, and then he set up a howl that brother John had taken his biscuit and that he would eat no breakfast now, just for spite.

But I will say this much: There is a line in one of Horace's poems which runs thus:

"*Exegi monumentum perennius aere.*"

This was once rendered by a young classicist: "*I have eaten up a mountain more lasting than brass.*" Well, our worthy brother, Capt. E. G. Harrell, has not exactly eaten up a mountain, but has "erected a monument" not only "more lasting than brass," but more enduring than the lofty mountains of our own loved State. His name and his fame are destined to go down the ages with more endurance than our granite hills, to be perpetuated in the minds and hearts of children's children long after all that is mortal of our Secretary shall have mingled with its kindred dust.

All honor to the noble founder of our Assembly, and may we all live to ...et here in many gatherings and reap the fruits of the wisdom and fore-...ght of this wise master builder.

Dr. Lewis then presented the President of the Assembly, Prof. E. A. Alderman, of Goldsboro, who in graceful response said:

*Ladies and Gentlemen:*

Geo. Wm. Curtis at a recent banquet to Mr. Lowell remarked, facetiously, that whenever two or three Americans were gathered together there was danger of a speech being made. I do not feel that I can add anything of value to the words that have been spoken here to-day, yet I am grateful to this distinctive American custom, because owing to it, perhaps, I am privileged to take a share in the significant ceremonies of this hour and to say a word to this gathering of men and women dedicated to the proposition that education is a good thing and that it is sweet and pleasant for the eyes to behold the light.

It is not an unusual thing for us to assist at the dedication of temples of justice, temples for the worship of God and temples for the worship of trade and Mammon, but it has never been given to any generation of North Carolinians, until this hour, to see set in its place the corner-stone of a building for the gathering together of those whose days and nights are given over to the thought of how they can carry the children of the Commonwealth to a higher place where they may know a broader life, wider sympathies and a nobler usefulness.

Therefore, the thing we do is most unique and singular. If, as Lord Brougham thought, the school-master with his primer is a weightier agency in human society than the man of war or the man of words, the occasion is as important as it is unique.

How memorable, how far-reaching its influences shall be, other times and other workers will bear testimony.

It is not improbable that here in this quiet spot, within sight and sound of the sea and its pleasant voices, away from the stir and thrill of this quadrennial year, we are standing sponsors at the birth of the most potential factor in the civilization of the State that we love.

Ninety-five years ago, under the clear sky of an October day, a scene somewhat similar to this occurred amidst the forests of Orange county. This same ancient and honorable fraternity, led by Grand Master William R. Davie, placed the corner-stone of a rude structure among immemorial oaks. I can imagine that it seemed a trivial thing to the men of that time, busied with the cares of a new State and encompassed with the chaos and trial of our stormy beginning. But these men wrought wiser than they knew, for, forth from the institution thus inaugurated, for nigh a century has gone forth a steady stream of men who worthily walk in every way of life, in war and peace, rendering their State service and upholding her ancient renown.

Dr. Caldwell dreamed that this spot that our eyes may survey would become a great mart of trade, that its roadstead would float fleets and merchantmen, and its wharves be laden with the bales and bundles of merchandise. The

dream, we know, was vain, but the good Doctor's spirit will know a measure of compensation if this institution shall thrive and fulfill its mission. He was of the sort who believed that material prosperity, while necessary and desirable, was bitterness and mockery if unaccompanied by the development of the individual, which is the true end of civilization. He knew that though the wharves of Athens are desolate now, her intellectual products still lord it over all in the market of the world and that "the bees from all climes still fetch honey from the tiny garden-plant of Theoritus."

It is pleasant to know that the teachers of North Carolina have now a place where to lay their heads, where they may feel the joy of professional contact and combat, where they may consult with each other how best to train and lead upward the vast army of children handed over to them by the Commonwealth, and where they may plead with the public conscience for generous treatment and for popular education.

I thank God that I am permitted to enter upon the activities of this life and to spend myself in this service at a time when this stone, seemingly rejected of the builders in the past, has become the headstone of the corner.

In this hour my thoughts turn involuntarily to the old school-masters of the past, who, unaided by the strength of organization and prestige of union, fought so good a fight and left so lasting an impression. Like Saul among his brethren, they stand out nobler and fairer than the rest. I can fancy that from their places of rest and peace they look on this scene with approving eyes and think it a good and blessed work.

In concluding his remarks Prof. Alderman introduced to the assemblage Capt. C. B. Denson, of Raleigh, Chairman of the Assembly Trustees, and in acknowledgment of the honor of his position and the importance of this occasion Capt. Denson said:

*Ladies and Gentlemen:*

It is my high privilege, as Chairman of the Board of Trustees of the North Carolina Teachers' Assembly, to represent that body, to the guardianship of which this temple of education is entrusted.

It is a monument to the indomitable energy of the great spirit that conceived and organized the most popular and effective assemblage of educators ever gathered together in these United States. This, his latest achievement, is the fairest flower in the garland that will forever wreathe the name of Eugene Harrell in the history of the progress of his native land.

Here will arise a school of instruction in one of the most difficult of arts and recondite of sciences. Here will be a gymnasium where mental athletes shall exchange the friendly blows of debate in earnest striving to reach the truth. Here will be the common home of the educational workers of the State, from the remotest sand-bank and the most secluded mountain glen;

here will be the family hearth where we shall gather to set up in lasting purity and beauty the household gods of patriotism in twin devotion to our common country and to our beloved North Carolina.

Happy the earth on which rests the corner-stone of a structure whose annals begin this May-day to write them in living light among the chronicles of the Old North State. Fatuated spot, consecrated by history and tradition, and dedicated anew this auspicious day by the mystic rites of the great venerable brotherhood whose past is lost in the mists of time, and whose future, like its good works, reaches unto eternity.

Most felicitous is this situation! It looks out upon the first land that greeted the Admiral and the Tiger bearing to the American shore the first men that spake, on this soil, the English tongue. So is this the first spot in America on which the teacher has set up his own tabernacle for the pure and perfect propagation of that tongue in all its mighty power throughout the land.

On the North Carolina sounds was born the first babe of English blood cradled on these shores. So on her land-locked waters arises the first building ever erected as a gathering place for those who are to mould a new generation from the lisping babes of the present.

Across these peaceful waters stands in majestic loneliness the fortification that bears the name of your great compatriot. May the captains of the educational hosts who shall assemble here send forth to the battle of life troops of young warriors as steadfast in rectitude, as zealous in patriotism, as stern in rugged independence as Nathaniel Macon.

Afar out in the midst of the restless, boiling main Lookout Light lifts its gleaming white to the sky in the glad sunlight, or sends its cheering rays through the darkness and gloom of the wintry night to the toilers of the sea.

May this Assembly Hall give forth, after its own fashion, rays of light and cheer in hours of doubt and discouragement to the mental toilers who labor in dark places of the earth; nay, may its star shine with such steady and faithful lustre that the picots who guide the helm of State may seek its radiant beacon along the course of educational progress.

This structure, when it shall have been completed and stored with treasures that will enrich its halls like those of some ancient oracle or shrine, will be especially precious to our hearts, in that it is not only the emblem of the foresight and energy of its projector, but its foundations speak trumpet-tongued of the wisdom of its donors and builders, and the superstructure of the lavish generosity of its friends.

Friends at home and friends abroad, the givers of the corner-stone to the flag-staff, have won our lasting gratitude. North and South have clasped hands in its erection, and it comes to the profession as a token, unique in the history of these United States, of the appreciation heretofore unparalleled that has now been won for the men, and noble women, too, God bless them, who are devoting their lives to the school-room to create the happiest future possible for their fellow-men.

We receive this gift, offered in the spirit of brotherly love, as a great and precious heritage. Accepting its privileges may we remember its responsibilities. Teachers of North Carolina, let not this talent committed unto us be buried in the earth. May the grand parliament of educators, thrice a thousand strong, who shall annually assemble here from every field, public and private, of educational labor, seek always the common good, teaching the greatest of lessons with their lives more eloquent than words, "Peace on earth, good-will to men."

In the language of our solemn ode this day,

> "Grant that a structure fair,
> By Level, Plumb and Square,
> May rise in beauty rare,
> To grace this day."

There being calls for the Secretary to take the floor at this juncture, he responded by expressing the thanks for the many kind utterances by the speakers on the occasion concerning the efforts in providing the summer home for the teachers, where they could comfortably enjoy the delights of the Atlantic Ocean and the society of the brotherhood, and he asked the continued co-operation of the teachers and their friends in making the Assembly even a greater source of joy and pride than had yet been thought of. He took special pleasure in according much credit and honor to the contractors of the work, Messrs. J. A. Wilson & Co., of Wilson's Mills, especially the constant and faithful supervision of Mr. George Uzzle, the junior member of the firm, for the faithful and excellent manner in which they had constructed this building, which was in every way a model of beauty, convenience and of strength. He also returned thanks to Mr. A. G. Bauer, architect, for the plan so kindly donated to the teachers; to Mr. Charles A. Goodwin for the handsome corner-stone of pure white marble, the finest ever laid in the State, which he had also donated to the teachers. In conclusion, he, in behalf of the honored guests of this occasion, thanked the ladies and citizens of Morehead for their generous banquet and the hospitality which they had extended. He then cordially thanked the Grand Lodge of Masons for so kindly performing this ceremony for the teachers, and he expressed special obligations to Grand Master Robinson and his associate officers, Bain, Anderson,

Bradley and Busbee, for their many courtesies extended to the teachers in connection with this work.

This concluded the exercises in the hall and the remainder of the afternoon was spent in making many pleasant acquaintances and in visiting the number of places of interest in and around Morehead City and Beaufort. At 6:30 P. M. the whistle of the trains sounded for the return home. At 7:30 the sound was white with the sails of the pretty fleet which, before a strong westerly breeze, was conveying home many hundreds of visitors and then the three trains also moved away, homeward bound, and thus ended this notable educational day in North Carolina, without the slightest accident to any person, but with each heart happy in the pleasant memory of the many delightful events in connection with laying the corner-stone of the North Carolina Teachers' Assembly Building.

## ASSEMBLY NOTES.

PROF. RAYHILL will be at Morehead City during the Assembly and will be pleased to give lessons in Elocution and Reading to a private class of teachers.

THE ASSEMBLY tickets can be used up to June 21st, and are good to return until August 1st, thus they can be used in attending any Normal School at the close of the Assembly. To secure the teacher's ticket it will be necessary to show a Certificate of Membership in the Teachers' Assembly.

TRY TO ARRANGE your affairs that you can go to Morehead City on the first train, June 13th, in order to be present at the interesting dedication ceremonies on the 14th. Besides, no teacher can afford to miss a single day of the valuable work of this session. The programme is exceedingly fine and carefully prepared, and it is intended that this session shall be the best in the history of the Assembly.

Rev. F. W. E. Peschau, of Wilmington, is expected to preach to the Assembly on Sunday, June 24th, and will lecture during the week. It is also expected that Rev. R. G. Pearson, of Asheville, will preach a special educational sermon during the session. The teachers will be glad to hear these distinguished divines.

The meeting of the Superintendents of Public Instruction of the South will be on the Assembly days June 20th and 21st, and much benefit to our Southern public school systems is expected to result from the conference. The profession will be exceedingly glad to meet these distinguished gentlemen who control the destinies of all Southern public schools.

The Secretary has received numbers of letters from school officers and principals of established schools saying they will attend the Assembly for the purpose of securing teachers and assistants in every department of school work. The Teachers' Bureau feature of the Assembly work is largely growing in importance and value to the members of the organization.

One of the most pleasant social events of the Assembly will be the general meeting of the Alumni Association of Greensboro Female College, under the direction of Miss Dora D. Jones. This occasion will bring together a large number of the most cultured and beautiful young ladies of our State, who have so greatly honored this institution of learning, their *Alma Mater*.

Mr. H. W. Wahab, owner of the dwelling house in Morehead City known as the "Sea Breeze," has kindly given this very appropriate name to our Assembly Building. Therefore, as these excessively warm days of summer come upon you it will be pleasant to let your thoughts turn to the teachers' home, "The Sea Breeze," where the cool, refreshing salt air so liberally furnishes comfort and recuperation to the tired body and mind.

Everything is now in readiness for the most delightful gathering of the educational brotherhood at Morehead City on June 13th. The elegant Assembly Building is completed and seated for the session, and every convenience and comfort has

been provided for the meeting; the extensive improvements in the Atlantic Hotel are now finished and the great structure now has an imposing front of 400 feet along the railroad! New furniture, new management, new accommodations, new bathing houses, new boats, and almost a new Atlantic Hotel, will give the greatest pleasure and satisfaction to the thousands of happy guests who are soon to gather at that most delightful sea-side home.

THE TEACHERS' trip to the North, as before stated, is a part of the Assembly work. It begins at Morehead City and is available only to members of the Assembly who are attending the session. It is impossible to arrange for anybody to join the trip at any point along the route, because the plan of the trip is liable to change even to the day of the start, and an entirely different route may be selected. Those who intend to join this trip should arrange to have their regular baggage checked home from Morehead City so that they can carry only a very small trunk or, better still, a valise. The journey occupies about eight days and the party will be almost constantly "on the go," and a large trunk or heavy baggage will be troublesome and expensive in frequently transferring. A neat travelling suit and a duster about comprise the complete necessary outfit of wearing apparel for either ladies or gentlemen on a trip of this kind. These annual visits to prominent Northern cities are a further means of improvement which is provided for in the Assembly plan of work and benefit, and there has already come from the trips a vast amount of information and instruction which has proven of incalculable value and pleasure to the profession, and it is intended to increase these benefits from year to year until they include a trip across the continent to California and a visit to Europe, and these tours are accessible at the special rates only to teachers and their friends who are regular members of the North Carolina Teachers' Assembly.

# EDITORIAL.

## ISN'T OUR POSITION TRUE?

While THE TEACHER has fearlessly promulgated its opinion as a matter of true principle which the majority of public sentiment proves to be right that the public schools ought to teach only the subjects ordered by the State and not encroach upon the territory of the high schools by the introduction of higher branches, we are equally sure that it is just and right that the colleges of the country should not trespass upon the dominion of the high schools and academies by establishing a preparatory department. Further, we do not believe that any college can reach the full dignity which such an institution ought to maintain while it continues to admit students who are not in any way prepared for college and who have not completed an average academical course. Most boys who go to college and have to spend two years in preparation and then four years in the proper collegiate course are apt to become tired before the time is ended, and they leave college without being educated and thus they reflect discredit upon their *Alma Mater*. When it is proven to THE TEACHER that it is right for the public graded school to be an academy or a college to be a high school and the present high school and academy to be abolished, then we may alter our opinion in this matter.

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MUCH OF OUR space is given this month to a full account of the ceremonies of laying the corner-stone of the Teachers' Assembly Building on the first day of May. We know that all teachers are specially interested in this work which is destined, sooner or later, to put our State ahead of all others of the South in the educational march. The occasion was a "field day" in regard to the interests of our teachers and it indicates a long step forward.

How do you intend to spend your summer vacation? You will have from six to twelve weeks of rest from school work, and the time is none too long for those teachers who are using every spare hour in preparing themselves for better and more remunerative teaching power. Two weeks spent with the brotherhood in their great Assembly at Morehead, or in some of our Normal Schools, will do much towards adding to your value as a teacher, and a few dollars expended in this way may effect an increase of from $5 to $10 per month in your salary for the coming term.

The Raleigh Graded Schools closed a very successful term on May 24th. The attendance had been universally gratifying, and in every way indicating an increased interest on the part of the people of the capital city in their very fine system of public schools. Our enterprising school committee and progressive city council have labored faithfully to make the public schools of Raleigh second to none in the State, and they have liberally responded to all requests of Prof. Moses in the general advancement of the schools. The Graded Schools and the excellent system of private schools offer unsurpassed advantages in educating children at the capital.

The editor acknowledges his obligation to friends for kind invitations to the commencement exercises of Greensboro Female College, Oxford Female Seminary, Granville Institute, Henderson Female College, St. Mary's School, Peace Institute, Wilson Collegiate Institute, Statesville Female College, Davis School, Oak Ridge Institute, Leaksville Practical High School, Wake Forest College, the University, Nashville (Tenn.) Normal College, Danville (Va.) Female Seminary, Buie's Creek Academy, Littleton High School, Horner School, at Oxford; Piedmont Seminary, at Lincolnton; Monroe High School, State Colored Normal School, at Fayetteville; Mt. Olive High School, Greenwood (S. C.) Female Seminary, Fremont Institute and Reidsville Female Seminary.

THE EDITOR thanks Mr. A. I. Butner, County Superintendent of Forsyth county, for the admirable review, in the *School-teacher*, of the "New Test Work in Arithmetic," which recently appeared in THE NORTH CAROLINA TEACHER. As to the assertion of Mr. Butner that the work will result the same by the old method of "casting out the nines," we fully agree, for the reason that it is well known that we cannot get rid of the "nines" in arithmetical work, but that the method is different from that of "casting out the nines" has not yet been disproven. As to the other claim of the reviewer that the method is "not infallible," we likewise heartily agree, and we had, by further examination, discovered this several months ago, after we had given the work as infallible by reason of the assertion made to us by the accountant who gave us the methods. However, we knew that any teacher would also discover the possibility of error upon examination, but we considered it reliable enough to be a matter of interest in number work with primary classes, therefore we did not deem it necessary to again refer to the matter. We feel sure, however, that friend Butner will admit that the probability of error in the four rules is not quite so great as he claims.

## TO THE CLASSICAL TEACHERS OF NORTH CAROLINA.

You are respectfully requested to meet at Morehead City on Saturday, June 23d inst., for general consultation in regard to classical education in North Carolina. Subjects of importance to the profession will be discussed, and, if it should seem best, a Classical Association will be formed.

JAMES H. HORNER, Horner School.
ROBERT BINGHAM, Bingham School.
E. ALEXANDER, University of N. C.
W. S. GRAVES, Davidson College.
HUGH MORSON, Raleigh Academy.
J. F. HEITMAN, Trinity College.
G. W. MANLY, Wake Forest College.
GEO. T. WINSTON, University of N. C.

# THE NORTH CAROLINA TEACHER.

VOL. V. RALEIGH, JUNE, 1888. NO. 10.

EUGENE G. HARRELL, = = = = = Editor.

## A REGULAR BOY.

He was not at all particular
To keep the perpendicular,
While walking, for he either skipped or jumped.
He stood on his head awhile,
And, when he went to bed awhile,
He dove among the pillows, which he thumped.

He never could keep still a bit;
The lookers-on thought ill of it;
He balanced on his ear the kitchen broom;
And he did some neat trapezing,
Which was wonderfully pleasing,
On every peg in Grandpa's harness room.

From absolute inanity,
The cat approached insanity
To see him slide the banisters, so rash;
But once on that mahogany,
While trying to toboggan, he
Upset his calculations with a crash!

And since that sad disaster
He has gone about in plaster,—
Not of Paris, like a nice Italian toy,
But the kind the doctor uses,
When the bumps and cuts and bruises
Overcome a little regular live boy!

—*George Cooper, in St. Nicholas for March.*

[For The North Carolina Teacher.]

# CHAUCER.

BY REV. J. M. ATKINSON, D. D., RALEIGH, N. C.

There is probably no name in modern literature, taking the term in its widest extent, which represents a person of whom so little is known with certainty as of Chaucer. Godwin's life of Chaucer, the bright morning star that heralded the dawn of English letters, contains only a few detached facts which may be regarded as indisputably established. Sir Walter Scott, a most benignant critic, says of this work: "The authenticated passages of Chaucer's life may be comprised in half a dozen pages, and behold two voluminous quartos!" The ingenious process by which this wonderful feat is accomplished is given, and we commend it as an excellent method to all biographers whose materials are scanty and whose enterprise is great.

Chaucer was born in 1328 and died in 1400. Thus it will be seen that his life covered the most brilliant period in the early annals of England. The reign of Edward the III. was one of the most active, eventful and glorious of English history. The king himself was a man of equal judgment and vigor, in whom boldness and prudence were happily blended, and the Black Prince, his son, the hero of Crecy, a brilliant light, too soon extinguished, was, without question, the most admirable and chivalrous prince of his time. Never, perhaps, before or since, were the English authority and the English renown carried to a greater height than after the splendid victories of Crecy and Poitiers. To the person and fortunes of Edward Chaucer early attached himself. The king became his lasting friend and patron. The poet was indeed remotely connected with the king, he and John of Gannt, "time-honored Lancaster," the third son of Edward, having married sisters. The nature of Chaucer was unusually open, ingenuous and sunny, keenly alive to all natural and moral beauty, to the glories of the outer world in its primi-

tive and abiding forms, and all that is in the heart of man innocent and fresh, loving and noble. As of one of Wordsworth's loveliest creations,

> "All things were about him drawn,
> From May-time and the cheerful dawn."

Coleridge's happy conception of genius as combining the simplicity of childhood with the maturity of manhood, was hardly ever more perfectly illustrated than in him. The themes he takes in the greatest of his poems, The Canterbury Tales, were made up of the characters and incidents of the daily life of the times, and these several characters pass before us as in a magic mirror or moving poetical panorama. There is an innocent hilarity about them like the merry laugh of childhood ere the weary weight of all the unintelligible mystery of the world has fallen upon the bright and buoyant spirit.

The common notion of poetry that it proceeds from the abnormal and diseased state of mind, such as pervades the writings of Lord Byron and occasionally infects the poetry of Shelley, is wholly unknown to the healthy and cheerful strains of Chaucer, blithe as the song of summer birds and bracing as the mountain breeze. When reading Chaucer, or even thinking of him, our minds are filled not only with all natural and noble images, but with all the higher and happier forms of life, "the incense-breathing morn, the song of earliest birds," the bladed grass, the diamond dew-drop and "the innocent brightness of the newborn day."

The humor that pervades and animates his poems is of the most delicate character, like the scarcely perceptible perfume of the flowers in early spring. It is a humor uniformly diffused through the mass and present in every part like the salt in the sea; like the tonic quality in the mountain air.

Chaucer is less familiar to many readers of poetry than he should be, owing to certain archaic forms of speech and certain obsolete words, though it is evident that these were not diligently sought after in his case as that of the later son of song, the "sage and serious" Spenser, as Milton calls him. With

slight and easy changes of punctuation and spelling and a good glossary, not at the end of the volume, but at the bottom of the page, men not addicted to black-letter learning might enjoy the native and genuine charms of this, the earliest of our immortal bards.

The Canterbury Tales are really a gallery of pictures in which the individuals represented are skilfully contrasted, and each particular person may be taken as the representative and type of a class or species. Thus it is a world in little, and shows at once the prodigality and the nice discrimination of the poet's genius. His intuitive knowledge of human nature and human life, in all their endless varieties, is surpassed by no writer, with the single exception of the incomparable Shakespeare, "not one, but all mankind's epitome."

Our present English tongue is derived, for the most part, from the amalgamation of the Anglo-Saxon and the Norman-French. These, at least, are its leading elements, although it has been enriched by contributions from all the leading languages, ancient and modern, and to this circumstance, doubtless, is due its amazing fruitfulness and variety, and that in prose and verse, from Bacon to Burke and from Shakespeare to Tennyson, we find such consummate excellence, each after its kind and in forms so endless and diversified.

The fame of certain celebrated writers may remind us of a subterranean river which for a time disappears from the eyes of men and then emerges to view in all its proper majesty and fullness. To this class we should refer the great name of Chaucer. For nearly two hundred years his works, so well known in his own day, seem to have been well-nigh forgotten. But there has been a revival of his fame, especially within the last hundred years. The Wars of the Roses made the latter half of the fourteenth and whole of the fifteenth century a nearly unbroken desert, so far as the interests of the peaceful arts and of letters were concerned. Hardly a solitary flower bloomed in all that arid and barren waste, but afterwards, in the age of Elizabeth, there appeared, as in Milton's Paradise, "flowers of all hue, and without thorn the rose."

[For The North Carolina Teacher.]

# THE HUMAN BRAIN.

BY DR. EUGENE GRISSOM, RALEIGH, N. C.

The instrument with which the immortal part within us reaches the material world is the human brain. Thousands of facts tell us that from that centre, through what are called the nerves of special sense, and also from the prolongation of its substance which constitutes the spinal cord, by numberless minute branches of nerves to the remotest parts of the body, go the telegraphic wires which bear the mandates of the mind.

There has arisen at this day a school of philosophers who aver that the mind is the mere secretion of the brain; a force and nothing more—expended in the act, created anew for each operation, and necessarily dying with the body that gives it existence, in the dreary death of annihilation.

This specious philosophy, this glittering solution of the complicated phenomena of the mental world, making men the automata of physical force, when pressed to its logical end, knows no conscience, no right or wrong, no Divine law, and, indeed, no God, in all the universe; only the likes and dislikes of atom and the blind whirlwinds of physical attraction.

This dream—for it is only a dream—is repeated throughout popular modern literature as though it had really been accepted as truth by eminent leaders in medical science.

But no, the mind that dwells within us is a spark of Divine essence, destined to a life beyond the grave. Did I say that the nerves were the telegraphic wires of the system and the brain the central battery? True, but the operator is the mind, separate and independent from the machinery at its command. The battery, which sends forth currents of influence to the farthest wires, when the connection is unbroken, gives but the jangle of unintelligent motion until the directing power of the operator impresses thought upon its quiverings, or direction upon its force, and registers his will in intelligible language.

The proposition I assert is, that there is no such thing as a diseased mind where the body is in perfect health, implying the brain natural in size, unaffected in its structure or functions by disease, and supplied with pure blood, unvaried by excess or diminution. The *mens sana* always resides *in corpore sano.*

Let any one of these conditions be destroyed by imperfect organization of the brain at birth, or its abnormal development by mechanical injury to its vessels, whether by violence or disease, or by poisoned blood circulating through its structure, and there comes a period when thick clouds envelope the spirit and obscure mental perception, or even directly interrupt every-day intercourse with men and things; so that by degrees and insensible shades the victim falls into the catalogue of the insane.

Can the mind itself suffer disease? Then it is pierced with mortal taint and will surely die, beyond hope of resurrection. Thousands of men come back to life and happiness even after what some would call the death of mind. Why are they not new men, if the soul is a secretion of the brain? How is it possible that each man comes back to his own identity? Who has ever found himself a new being, or recognized another as such, gifted with a separate and independent mind, after the passage through a season of lunacy, even of long years? Voice, expression, language, views, tastes, education, whatever individualizes or differentiates one man from another comes back to stamp him as such a creature of God his Maker, and no other one.

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My method of teaching Geography is not very complicated. The pupils are first taught the divisions of land and water, illustrated by blackboard drawings and maps. They then take the "geographical models" of the United States. They are taught to put them together and describe the different features of each State, and the United States as a whole. The lessons are altogether oral in my department—the First Intermediate. The pupils always become thoroughly interested in the models. *Emma Wheat.*

[For The North Carolina Teacher.]

# A LITTLE SCHOOL PROBLEM.

BY A SUFFERER FROM THE WEST.

The public school fund of North Carolina which is raised by taxes upon the people amounts to about $600,000. While this is not as much as we would like to have for our teachers, yet by judicious management it is sufficient to accomplish a great deal of good for the State. The main trouble with which we have to contend towards improving our public schools is the smallness of average salary paid to the teachers. The amount is not enough to induce a large number of our best teachers to engage in the work as a permanency; in fact, in some instances, in the leading schools, too, the salary is barely sufficient to furnish "victuals and clothes."

When the school tax was levied it was the intention of the State to provide for its children an education in Reading, Writing, Grammar, Arithmetic, History of North Carolina, History of the United States, making about six grades of instruction, and the school fund was expected to pay a fair remuneration to the teachers for this work, the term of each school to be about four months in each year.

If school committees desire to furnish more and higher education from the fund than the State has provided by adding to the number of grades it is an excellent thing for the children, but the effect upon the teacher's income may be quite different.

Hence arises a little question of arithmetic which we ask our school committees to solve and give the information to the teachers: If a State or city gives a committee $3,000 for six teachers and a school of six grades for a ten months' term, rent and other incidental expenses to be $600, how much shall the salary of each teacher and length of term be reduced, or the work of the teachers be increased, if three higher grades be added to the school, and the amount of money appropriated for its support remain the same?

## THE NOVEL POISON.

What is the use in whitewashing the cellar when Ouida's novels lie on the parlor table? Why make a fuss about sewer-gas, if a daily paper full of loathsome details of crime is accessible to every child in the house? Arsenical wall-papers are not so bad as dime romances hidden under boys' pillows, and what quarantine is there to guard our homes from the taint of French fiction? In our time of the world, when printed matter is cheap and abundant, and in a community like ours, eager, curious, intelligent, and yet restrained, restlessly seeking knowledge and amusement, and impatient of restraint and guidance, such as these are the dangers which beset every house. Many people look upon reading as so respectable and dignified an occupation that they admire the person engaged in it, quite irrespective of its subject, and parents will inform you that their boy is always at his books, when they are quite unable to tell the nature of the studies which arouse their admiration.

Now reading may be truly elevating and improving way of spending time, but it may be a mere frittering and wasting of mind, and it is wofully true that it may be an insidious and deadly poison to the spirit. Can any miasma, stealing its sickly way through our lungs, and breeding typhus and cholera, be so bad as the corrosive fumes from specious publications which fill the mind with false ideas of life, which make the worse appear the better reason, through which reckless indulgence of passion looks like bravery, and brutality like manliness, where scorn is thrown on all the simple virtues, where the boundaries of truth and falsehood, purity and vice are confused, till the native delicacy of women and the natural honor of men are blurred by the fatal contact with unwholesome thoughts? For the love of Heaven, for the sake of sweetness and health, of vigorous and blooming goodness, let us clear our houses of all such pernicious trash, with more pains than we apply to rotten vegetables in the cellar, or devouring moths in the garret. Let us keep it out

with more care than the government uses to check the importation of infected rags from the Levant, when the plague is in Smyrna. We would not buy adulterated flour or tainted meat. Let us see to it, with at least as much caution as we use against mere material infection, that the reading of our household is pure and morally wholesome.—*Mary E. Dewey in Good Housekeeping.*

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## MYTHOLOGY FOR SCHOOLS.

BY THE LATE SOLOMON MORDECAI, OF NORTH CAROLINA.

NUMBER TWO.

### THE INFERNAL DEITIES.

*Pluto*, god of the Infernal Regions, is represented as extremely black and ugly; with a key, or a sceptre of two points in his hand, and a crown of ebony on his head. When riding, he is drawn by black horses. His attendants are the Fates, the Furies, the Judges, the Harpies, the Gorgons, and sometimes Charon and his dog Cerberus.

*Proserpina*, the daughter of Ceres and Jupiter, was stolen by Pluto, while she was gathering flowers in the vale of Enna, in Sicily, carried to his dominions, and made the Queen of his empire.

The *Fates* are three sisters, Clotho, Lachesis and Atropos; usually clad in white bordered with purple. To them is entrusted the thread of life. Clotho draws the thread, Lachesis turns the wheel, and when spun, it is cut by Atropos.

The *Furies*, Alecto, Tisiphone, and Megæra, are represented as old and meagre, with pale cheeks and inflamed eyes; snakes on their heads instead of hair; and scorpion whips and burning torches in their hands. Their office is to punish the wicked for their sins.

The *Judges,* Minos, Rhadamanthus and Æacus, sons of Jupiter. The former holds a golden sceptre in his hand and overlooks the judgments of the other two, each of whom holds a staff in his hand. When souls have passed their tribunal, they are conveyed either to Elysium or Tartarus; the former a place abounding with pleasures for the good; the latter, a hideous dungeon, a fit receptacle for the wicked.

The *Harpies* are rapacious monsters, with the faces of women, the ears of bears, and the bodies of vultures. Their names are Aello, Ocypete and Celeno.

The *Gorgons* were also three sisters, with wings on their shoulders, serpents round their heads, and teeth of prodigious size. Of Stheno, Euryale and Medusa, the latter was the chief, and, being mortal, was killed by Perseus, who artfully deprived her of her eye, which (the only one they had) was common to all three. The Gorgons could change into stone all on whom they looked. Minerva changed the hair of Medusa into snakes, because she was so presumptuous as to compare it to hers. The head of Medusa was on the shield of Minerva.

*Charon* was a decrepid-looking old man, with a long beard, yet of youthful vigor. His employment was to ferry souls over the river at the entrance of Tartarus. The four streams were Acheron, whose waters were bitter; Styx, by which the gods used to swear (and if they violated this oath they lost their divinity for a hundred years); Cocytus, flowing out of Styx with a horrible groaning noise; and Phlegethon, swelling with flames of fire.

Besides these there was another in Elysium, named Lethe, or the river of Oblivion, for those who drank of its waters immediately forgot all the evils of the past world.

*Cerberus,* a dog with three heads, was stationed at the gates of Pluto's palace, and is sometimes called the Porter of Hell.

*Plutus,* the god of Riches, is generally ranked amongst the Infernal Deities, because gold and riches come out of the earth, and are root of all evil.

The other Infernal Deities were Erebus and his wife, Nox, who preside over Darkness and Night; Mors over Death; and Somnus over Sleep. The latter sends us dreams by his servant Morpheus, who holds a poppy over our eyes when he pays us a visit. Dreams are said to come out of two gates, a horn and an ivory one. Such as come through the horn gate are always verified.

*Nemesis* was an avenging goddess, who punished those who had been cruel to persons in adversity, and liberally rewarded the good and virtuous. She has a helm and a wheel.

SUBORDINATE DEITIES

are those who preside over kingdoms, cities, towns, streets, fountains, hearths and homes. (The two latter classes are called Lares and Penates—household gods).

The number of the subordinate deities is infinite, there being almost as many gods as things. Among them were the Hamadryades, sylvan deities, who were believed to be so closely connected, each with her tree, that she sprung up and died with it.

THE DEMI-GODS

were those who had human bodies, sacred minds, and celestial souls.

The principal of these were Hercules, Jason, Theseus, Castor and Pollux, Perseus, Æsculapius, Prometheus, Atlas, Orpheus, Achilles, Ulysses, Orion and Osiris.

*Hercules*, the son of Jupiter and Alemena, was destined, by the malignity of Juno, to dangerous wars and difficult adventures through the whole course of his life. His principal exploits, termed his Twelve Labors, are as follows:

1st. While in his cradle he strangled two serpents which Juno had sent to devour him.

2d. He slew in the Forest of Lerna a frightful Hydra with fifty heads, one of which being cut off another would immediately spring up in its place.

3d. He caught and killed, on Mt. Menalus, a swift hind with golden horns.

4th. He overcame Diomedes, King of Thrace, who fed his horses with the flesh of his guests.

5th. He took on Mt. Eremanthus, in Arcadia, a wild boar which had spread destruction round the country, and dragged it alive to Eurystheus, who, to please Juno, had invented the Twelve Labors of Hercules.

6th. He tamed a mad bull which had desolated Prete.

7th. He conquered, upon the banks of Tarseus, the giant Geryon, with three bodies, and of immense stature.

8th. He separated Mt. Calpe from Mt. Abyla, which were before united, and between which now flow the Straits of Gibraltar. These two mountains are sometimes called "The Pillars of Hercules."

9th. He carried away the golden apples from the Garden of the Hesperides, after having killed the dragon that watched them.

10th. He suffocated the giant Antæus in a contest of wrestling. Antæus was the son of Terra, and when knocked down by Hercules received renewed strength from his mother. He was at length killed by Hercules, who held him up between heaven and earth and knocked out his brains with his left hand.

11th. To relieve Atlas, he took the heavens on his shoulders.

12th. He conquered, in the woods of Nemæa, a lion of immense size and clad himself in the skin.

The Augean stables belonged to Augeas, King of Elis, and were capable of containing 3,000 oxen. They had not been cleansed for thirty years. Hercules cleaned them in one day by drawing through them the river Alpheus.

Hercules having killed the Centaur Nessus, the dying monster gave to Dejanira, the wife of Hercules, a garment dipped in his own blood, as a preservative of love. This she sent to Hercules, who had no sooner put it on than he was seized with violent pains. He raised a funeral pile on Mt. Œta, in Thessaly, set fire to it, and closed his life in the most dreadful agonies.

*Jason,* at the persuasion of his tutor, Pelias, undertook the Argonautic Expedition into Colchis for the Golden Fleece, which

he brought away, though it was guarded in the grove of Mars by a vast, watchful dragon, and by huge bulls, breathing fire from their nostrils. Medea was a beautiful enchantress, the daughter of the King of Colchis, and it was by means of her enchantments that Jason, with whom she had fallen in love, was enabled to obtain the Golden Fleece.

*Theseus*, the son of Ægeus, King of Athens, killed the Minotaur, which devoured those who were confined in the Cretan Labyrinth, from the intricacies of which he was enabled to escape by means of a clue of silk given him by Ariadne, the daughter of Minos, King of Crete. She had fallen in love with him, and accompanied him on his return to Athens as far as the island of Naxos, where Theseus ungratefully abandoned her, and where she was found by Bacchus, who changed her into a constellation.

*Castor* and *Pollux* were twin brothers and were called the Tyndaridæ, because they were sons of Tyndarus and brothers of Helen, or, according to some, they were the sons of Jupiter and Leda, the wife of Tyndarus. Castor was a boxer or pugilist, and Pollux was a horseman. They were permitted to share immortality by turns, and formed the constellation Gemini. They are sometimes called the Twins of Leda.

*Perseus*, when he went on his great adventure, had the wings of Mercury, the shield of Minerva, the helmet of Pluto, and a sword forged by Vulcan. Thus armed he cut off the head of Medusa. The blood which dropped from the head of the Gorgon while Perseus was flying with it over Africa is said to have caused the number of reptiles in that country.

*Æsculapius*, the god of Physic and son of Apollo.

*Prometheus*, the son of Japetus, made a man of clay and animated it with fire which, with Minerva's assistance, he stole from heaven. For this he was chained by Jupiter to Mt. Caucasus, with a vulture continually preying upon his liver.

*Atlas* was the King of Mauritania and a great observer of the stars, and the first who represented the world by a sphere. He is thence said to have borne the heavens on his shoulders.

*Orpheus*, a great musician, played so exquisitely that the very trees danced before him. After the death of his wife, Eurydice, to whom he was passionately attached, he took an unconquerable aversion to females, for which he was torn to pieces by the Mænades or Bachantes and thrown into the river Hebrus in Thrace.

*Achilles*, the bravest of the Greeks at the siege of Troy, was the son of Peleus and Thetis, a goddess of the sea. He was dipped by his mother in the river Styx, which rendered him invulnerable, all but the heel by which he was held. He was slain by Paris at the siege of Troy.

*Ulysses*, King of the island of Ithaca, was the wisest of the Greeks at the siege of Troy. On his return from the Trojan war he encountered many hardships, and was detained for a considerable time by Calypso, Queen of the island of Ogygia. The Sirens also endeavored to stop him, but that he might not be allured by their melody he stopped his ears and caused himself to be tied to the mast.

His wife, Penelope, in her husband's absence promised a numerous train of suitors to make choice of one of them as soon as she had finished a piece of tapestry on which she was at work; but she took care to undo at night all she had done in the day.

*Orion*, a famous hunter, was killed by a scorpion and changed by Jupiter into a constellation.

*Osiris*, also called Apis and Serapis, was the first who taught the Egyptians to sow grain and plant vines. After his death they worshipped him in the form of an ox as a symbol of husbandry. They also worshipped him as the Sun, and his wife, Isis, as the Moon.

*Janus*, the first King of Italy, having received Saturn when expelled from his kingdom, was rewarded by him with a knowledge of husbandry. He was worshipped as the god of years, and is drawn with two faces, one looking to the future and the other to the past. He holds a key because he presides over doors and gates. His temple in the city of Rome was never shut except in a time of universal peace.

(TO BE CONTINUED.)

## A CAUTION TO TEACHERS.

Great harm may be done to children through the gross neglect of the commonest precautions on the part of teachers. When a new child comes into a class the first thing the teacher should do, before trying to test his knowledge, is to make a physical examination to ascertain whether the child has full possession of the senses of sight and hearing.

To do this, in a sort of preliminary manner, bring the child to your side and then covering the mouth and looking away from the child, so as to give no indication of your intentions, make a remark in a low tone of voice. Watch the effect closely. See how much effort there was to catch the sound. Vary the trial by whispering in the same manner. Questions are useful, as they bring an answer if heard. This test is crude, but extremely necessary, as an enormous number of people have defective hearing. The aim should be to learn just how acute the sense of hearing is.

When the facts of the case have been learned, the child will not be blamed for inattention which was really due to want of hearing.

Next, note the color of the child's eyes. If dark, there is probably some trouble with them. In any event they will be sensitive to the light. If light-blue or gray, they are probably strong, and but little troubled by too much light. Next, give a picture to look at in which there are some fine details, small figures, etc. Ask questions which will necessitate examination; ask what the man is doing, etc. Note how far from the eye the child holds the book. Then ask questions about some distant object, out of the windows, or across the room. For a distance test figures on a blackboard are better than words or letters. What the test is will depend a little on the room and the facilities. Sometimes a word on a blackboard will answer. In any case test as far as possible the relative seeing power of the child. Remember the conclusions reached, and when in

class the child fails to comprehend something on the board, be certain that lack of vision does not simulate a sluggish brain.

Colds sometimes affect the sight and hearing, and this should be taken into consideration when a child shows signs of defective sight. People who are troubled with an over-abundant secretion of wax at times hear very well, while a week later they may be quite deaf.

Both ears and both eyes ought to be tested; some persons see well with one eye, while the other is but little used. The neglect of one eye is a fruitful cause of cross-eyedness among children. Dr. Van der Wyde frequently performed a cure by bandaging, for a time, the eye which the child was using, thus compelling it to regain command of the other. One ear sometimes hears but little, while the other is perfectly normal.

The physician should be consulted in all cases where children are found to have serious defects. In case any difficulty is found with colors, and the child appears in the least stupid about them, it is well to remember that four per cent. of all the people in the country are color-blind.

When the teacher has found out all about the hearing and sight of the new pupil she may begin the regular examination to test for knowledge. She will then have some assurance that the answers given to the questions asked are an accurate index of the child's mental operations or condition.

Parents will do well to test their children systematically. They should watch them carefully, and before sending them to school ought to be perfectly familiar with all their peculiarities. They would then be able to tell the teacher more of a child than a hasty examination would reveal.—*W. E. Partridge in Child Culture.*

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If you are not getting the salary you think you deserve, or if you do not occupy a position which you know your talent deserves, do not slight your work and permit yourself to grow careless.

# HOW THE LEAD GOT INTO THE PENCIL.

BY OLIVE THORNE MILLER.

I know a curious house with two doors. Into one door go cedar logs and barrels of graphite, and out of the other comes an endless procession of beautiful pencils, red and black, round and cornered, big and little, some with caps of ivory or rubber, and some with none.

It isn't a very long journey through that house, but it's a very busy one. Let us go in. The first room is the blackest you ever saw; it looks as if the whole thing had been dipped into ink, and if you touch the tip of your finger anywhere you'll be marked. There are two long rows of big tanks in which graphite and clay are being washed and cleaned, and there are pans of blackness itself, and there's a large tub with a wheel running around in it. This persevering wheel is simply mixing together the two substances, for graphite alone is too soft to use; it must be joined with clay, the more clay the harder the pencil.

But there's an interesting thing going on even in this black hole. Out of a small machine comes all the time a soft black string, and falls on a board in a queer-looking pile. This is a press: into the top is poured the thick, tough paste that comes out of the mixing tub, and, being squeezed more than it can bear, it is pushed out a small square hole in the bottom. When the board is full of yards and yards of the tangled-looking stuff, it goes into the hands of a boy, who was white once—though you wouldn't think it, so covered are face and hands with the black of the leads he works with.

The business of this youth is to straighten the leads, and he does it by laying the soft string across a board three or four times as long as a pencil, pushing it up evenly against the raised edge, and cutting it off. Length after length he thus lays straight, and when the board is full it goes into a very hot room to dry.

Maybe you think the leads are now ready to take up their residence in their cedar houses; but they must go through another process, or they would crumble as fast as we sharpened the pencil. When dry, they are cut into pencil lengths, packed tightly into cases, and baked. Now they are ready to use.

While all this has been happening to the lead, a home has been prepared for it to live in. Pencil houses are made in blocks, like city houses, always six in a row. When the cedar comes into the room, it is in the shape of little boards, somewhat longer than a pencil, and as wide as six pencils side by side. Half of the boards are nearly as thick as a pencil, and the other half very thin—for roofs, as you will see. First, the thicker boards go through a machine that plows six little square grooves in them, and now, at last, both cedar and lead are ready to be joined for life, to wear out in useful work together.

This happens in a most disagreeable room, strong with the odor of glue, and at the hands of sticky, dreadful-looking girls and boys. The first girl daubs one of the clean, sweet-smelling cedar boards with hot glue, and pushes it along to the next. This girl takes in one hand some leads, spreads them out like a fan, and presses six of them into the six little grooves, where they fit perfectly. Then she pushes it back to the first girl, who slaps on the roof in a second, before the glue has time to cool. Now it goes to a boy who packs it on top of a pile in an iron frame, where it is screwed down to prevent it from warping. After another rest in the drying-room, the ends are sawed off square, and they are ready to go downstairs.

They go by themselves; that is, they are placed one by one in the top of a case that reaches to the floor below, to the very jaws of a machine. As one of these blocks touches the bottom of the long case, a finger of steel comes up and pushes it forward, between two sets of small knives, and it comes out the other side cut into six nice round pencils.

They are now perfect for use, but they have to be smoothed to fit them for polite society. They are polished in a droll way. A man stands before an endless belt full of notches, and feeds

it, a pencil to a notch all the time. The belt is moving slowly along, and the next moment the pencil passes under four wooden hands with gloves of emery, which polish it off as if they liked the fun, while the pencils rattle, but cannot get away, and in a second or two drop, all warm and shining, into a basket below.

If one were satisfied with plain cedar pencils, they would now be done; but fashion says they must be black or red. So into large barrels go thousands at a time, together with the red or black coloring matter that is to paint them. There the steam-power shakes them back and forth, and over and over, with a great rattle and clatter, till every pencil has its colored coat.

Now comes the last machine, and in the factory I speak of, near New York, it is a marvelous affair. At the beginning is a box full of pencils, which drop one at a time on the bed of the machine. From here it is instantly pushed through a cup of varnish, and comes out wet on the other side. At once it falls on to an endless open belt, which carries it slowly through a hot-air box that dries it on the way. At one point each pencil is registered, and when ten gross have gone through something drops that strikes a bell and stops the machine. A man comes, takes away the ten gross, and starts up the machine again.

The gilt lettering and putting into packages of one dozen are at present done by hand, but I dare say by the time you are grown up a machine will be contrived to do the whole thing itself.

## DISCIPLINE.

To simply have a "quiet school" during study hours, or even good deportment upon the play-ground or on the way to and from school, is not evidence of good discipline. You are to be judged as teachers with reference to your ability as disciplinarians by *means* employed to bring about these results. A school kept quiet, the pupils of which do not fight, do not treat each

other and the teacher with marks of disrespect, do not treat passers-by with insolence, do not mar or destroy the school property, do not lie or steal or swear, all simply through fear of punishment, is not under wholesome government. Our boys and girls must be disciplined, trained to act from higher motives. Our pupils ought to be educated to practice "school virtues" because of their *worth* as virtues. Then, strict rules and prohibitions, backed by the muscle of the teacher, will be useless, for the vices will find neither friends nor room in the school or in society. But such is not the condition of things as we find it at present. You must use such means and avoid such errors as will enable you to maintain the proper control over your schools, and your own dignity as teachers.

Exercise care and foresight, but do not begin by solemnly reading and posting up a lengthy code of "iron-clad rules." Do not scold. Do not argue with your pupils. Do not deprive pupils of their recreation for punishment. Do not impose burdensome tasks as penalties for misconduct. Do not whip for every petty offence; but when you do so, make it a last resort. Do not whip in an angry or cruel manner; if you do so you are liable to prosecution for it. Do not punish in any way that will inflict any physical injury, or that will cause any bodily inconvenience or great pain. Acquire and maintain the most absolute authority over your schools, but never boast about it. Take special pains and time to see that all are comfortably situated and have plenty of work. Failure in these two things is the source of a large per cent. of school-room annoyances. Keep your school-rooms clean, pleasant and well ventilated. Advance a step only when you have examined the ground carefully, and then hold your position. Use all the common sense in your possession; it is a powerful auxiliary in avoiding and getting out of difficulties.—*William H. Ernst, County Superintendent Wells County, Indiana.*

# IN THE SCHOOL-ROOM.

## THE GRUMBLER.

He grumbles in the morning,
On rising from his bed,
He grumbles at his breakfast,
At the coffee, cake and bread!
He grumbles at his napkin,
He grumbles at his knife,
He grumbles at the table-cloth,
And grumbles at his wife.

He grumbles at the paper
While he's reading o'er the news,
He grumbles at the cobbler
When he buys a pair of shoes.
He grumbles at the clock
When it's striking out the hour,
And he grumbles at the "deluge"
When there comes a little shower.

He grumbles at the children
When they're playing in the street,
He grumbles at the butcher,
At the way he cuts the meat.
He grumbles at his little dog,
If it only wags its tail,
And when the wind but gently blows
He grumbles at the "gale."

He grumbles at the prices,
He grumbles at his stocks,
He grumbles at his feet
When he buys a pair of socks.

He grumbles at the summer
When the sun is rather warm,
And he grumbles at the "winter"
Every time we have a storm.

He grumbles at a question,
He grumbles at a smile;
At church he grumbles at the people
Who are standing in the aisle.
He grumbles at his daughter
When she wants a little money,
And he grumbles when she laughs
At something very funny.

He grumbles at the rich man,
He grumbles at the poor,
He grumbles at the beggars
When they knock upon his door.
He grumbles at his rent-day,
When the landlord's to be paid.
He grumbles in the sunshine,
He grumbles in the shade.

He grumbles at a wagon
If it stands before the door,
And he grumbles if a crumb of bread
Is dropped upon the floor.
He grumbles in his little room,
He grumbles on the stairs,
He grumbles all the way to church,
He grumbles after prayers.

He grumbles in his sleep
While lying in his bed—
And I often fancy to myself
He'll grumble when he's dead.

## FROM OUR LITTLE FRIENDS.

There is no correspondence coming to the editor's office which he enjoys or appreciates more than the letters from his little friends throughout the State, and we hope these boys and girls will not think that their letters are ever tiresome, for we assure them to the contrary. And not only the editor enjoys the letters from these little people, but many of our readers among the best teachers in the State write that they also like very much to read these letters to the pupils of their schools, and they find that it causes other little folks to try to write a letter.

The first we have this month are from two little girls in Miss Lizzie Carper's school at Cairo, N. C.:

CAIRO, N. C., May 4, 1888.

DEAR COUSIN ELLA:—We are living in a lovely place. The house is situated in the midst of a beautiful oak grove, and below it is a branch, the banks of which are literally clothed with ferns, violets and hairbells.

I am going to school at Cairo Academy to my sister, as I think I told you once before, and like my studies and school-mates very much.

Shall I tell you something of our school surroundings?

We have a fine, large academy, and the outside belongings are just as nice; below the school-house is a swamp which is covered with lovely moss and other beauties. We girls go and gather flowers and dissect them, thus testing our botanical knowledge. We find it very interesting, too, I assure you. If we were to judge the months by the quantity of roses and other flowers, one could easily believe we were enjoying the midst of lovely June. But the bell calls—I must away—but more next time. Your loving cousin,

LILY F. CARPER.

CAIRO, N. C., Friday, May 4, 1888.

DEAR MISS LIZZIE:—I am going to school now at Cairo Academy. Our school will be out the last of this month.

I go to Sunday-school at Shiloh every Sunday. Mr. J. W. Carper is the superintendent. Miss Carrie Carper is my Sunday-school teacher and Miss Lizzie Carper is my day teacher; she is very kind to me.

We will have a picnic down on the Pee Dee river to-morrow at Mr. Eli Diggs' fishery.

The books I study are spelling, geography, reading, grammar, arithmetic and history.

I am nine years old. Write soon. MAMIE F. SMITH.

Then we have three others from pupils in Mr. Walter S. Griggs' School, in Virginia, and as they come across the line

from the Old Dominion they bring friendly greetings and some interesting information to the little boys and girls of the Old North State:

PRINCESS ANNE COUNTY, VA., May 30, 1888.

MR. HARRELL: *Dear Sir:*—I have been requested by my teacher to write to you. He is a subscriber to your paper. Our teacher is very popular with the scholars and patrons of the school. He has about 50 scholars, with an average attendance of about 30. I am studying the usual English branches taught in free schools, viz.: Dictionary, grammar, arithmetic, history and geography. My choice of the above mentioned studies is arithmetic and dictionary. I like to cipher and spell; I do not like grammar very well; I do not like to parse, analyze and diagram, but cannot complain at my progress. My teacher possesses untiring zeal in striving to advance his scholars. The County Superintendent and visitors of the school give him the praise of being highly qualified, in every respect, to fill the position of teacher.

I am the only child of my father; I have had a very limited experience in letter-writing. I hope you will do me the favor to look over mistakes. I am 11 years of age. My school has the name of Shipp's Corner. No more at present.

Yours truly, LOLA MAUDE EWELL.

MAPLETON, PRINCESS ANNE COUNTY, VA., May 31, 1888.

MR. HARRELL: *Dear Sir:*—I don't know anything about you or your State in which you live, but I will write to you. Our teacher takes your school journal, and from it learns that other schools are writing and he wishes us to write.

We have a large school, about fifty on the roll. Our average is about thirty. I like my studies very much. I am studying dictionary, history, grammar, geography and arithmetic. I like grammar and arithmetic the best because grammar teaches how to talk and write correctly. I am 12 years of age.

Mr. O. B. Mears is the County Superintendent; Mr. Herber is the Secretary of the School Board. I live in Seaboard district.

As I haven't any more to say, I will close.

Yours truly, GERTIE E. LAND.

PRINCESS ANNE COUNTY, VA., May 30, 1888.

MR. HARRELL: *Dear Sir:*—As I have seen so many little letters in the papers I thought I would try and write one too.

I am a country girl, ten years old. I have two sisters and three brothers, and I am the youngest. My brothers are farmers; they raise corn, potatoes, cattle, sheep and some other things.

I am going to school. We have a splendid teacher. We all like him very much indeed. I study geography, history, arithmetic and dictionary. I like to go to school and study, but it is getting so warm now I don't think I will regret when school closes. We haven't but one month to go now.

Mamma raises chickens, turkeys and geese, though we don't have very good luck with turkeys.

I will close, as this is my first attempt at writing to you.

Your little friend, LILLIAN C. BROWN.

We think that these letters possess considerable merit; the handwriting, spelling and composition are good, and they would do credit to much older pupils. We wish these little friends, and all others who now leave the school-room for a long holiday, a happy vacation and a very willing and pleasant return to the work of the new term in the fall.

## QUESTIONS.

Do your pupils pass to and from the recitations in a quick, prompt and orderly manner?

Do they scramble out at recess like a flock of sheep?

Do they keep their books and desks in good order?

Are there pieces of paper lying around the desks?

Do they spit on the floor?

Has each one who uses ink a good pen-wiper?

Do they throw ink on the floor?

Do they wipe their pens on their pen-wipers or on their hair?

Do you insist on clean hands?

Do they wipe their shoes on the mat as they come in?

If there is no mat will you get one?

If there is no scraper will you see that one is provided?

Do your pupils speak to you respectfully?

Do they call each other rude names?

Are you sure there is no swearing on the play-ground?

When your pupils speak to you do they start off with "say"?

Do they say, "I done it," "I seen it," etc.?

Do you make them use good English in their recitations?

Do they scrawl rude scrawls on the blackboard?

Do they mark on the walls with pencils?

Do they steal crayons and mark on the fences as they go home?

Do you teach them the proper way to behave in the streets?

Do you allow bullying on the play-ground?

Do you set them an example of refined courtesy?

Do you think more of manliness than book-knowledge?—

## GOOD ADVICE.

TAKE THE TROUBLE—

To always speak to every one you know, unless you have reason to believe he does not care to have you.

To keep from marring anybody's enjoyment by expressing your own lack of interest or bad feeling.

To try to enjoy everything as much as possible; thereby you make some one else have a good time.

To treat elderly people with especial thoughtfulness and respect.

To show anybody a kindness, even if it is a small one, and you have to go out of your way to do it.

To think of others before yourself.

To show your friends that you appreciate them.

To explain anything that is not understood, whether it be in common-place conversation or a misunderstanding.

To keep from speaking ill of any one.

To credit others with good intentions, until you are convinced of their having the opposite; and, finally,

Take the trouble to speak the truth, and nothing else.—*Scholar's Companion.*

## ARITHMETIC.

Show a boy who has finished the book in arithmetic, and can give chapter and verse without winking, a pile of wood and tell him to measure it, and ten to one he is puzzled. And yet he can pile up wood in the book, and give you cords to a fraction, but then there isn't a stick of fuel to be measured, and that makes it easier, because he can sit in his groove and keep a woodyard. "So you have completed arithmetic," said the late Professor Page, of the State Normal School, to a new come candidate for an advanced position; "please tell me how much thirteen and a half pounds of pork will cost at 11½ cents a pound."

The price was chalked down in a minute. "Good!" said the Professor.

"Now tell me how much it would cost if the pork was half fat."

The chalk lost its vivacity, the youth faced the blackboard doubtingly, and finally turning to the teacher with a face all spider-webbed with lines of perplexity, and with a little touch of contempt at the simplicity of the "sum," and, possibly of himself, he said: "It *seems* easy enough, but I don't know what to do with the *fat!*" That fellow was not a fool, but a groove-runner. A little condition was thrown in that he never saw in the book, and that groove of his had never been lubricated with fat-oil.—*Ex.*

## MEMORY GEMS.

Thanks duly felt and kindly expressed cost little and are of great worth.

We can do more good by being good than in any other way. —*Rowland Hill.*

To tell a lie is like the cut of a saber; the wound may heal, but the scar will remain.—*Saadi.*

Those who do not give till they die show that they would not then, if they could keep it longer.—*Bishop Hall.*

There is little pleasure in the world that is true and sincere, besides the pleasure of doing our duty and doing good.—*J. Tillotson.*

When'er a noble deed is wrought,
When'er is spoken a noble thought,
Our hearts in glad surprise
To higher levels rise.

—*Longfellow.*

# NORTH CAROLINA TEACHERS' ASSEMBLY.

## SESSION OF 1888.

The grandest of all the sessions of the Teachers' Assembly convened at Morehead City on June 13th, and adjourned on 29th, 1888.

The immense Atlantic Hotel, with all its extensive additions, was filled to its utmost capacity with members of the Assembly; every train bringing large numbers of new-comers until the aggregate of attendance reached near *two thousand!* In this great educational concourse over seventy per cent. were actual teachers, and it may be safely asserted that there were present over twelve hundred persons engaged in school work! This number included teachers from almost every leading school in North Carolina, with progressive teachers from twelve other States, representing near twenty-five thousand school children.

Surely our Old North State has every reason to be proud of her educational record, of her enterprising teachers and of her great Teachers' Assembly, which far eclipses anything of the kind to be found in any other Southern State. And as this grand organization of North Carolina teachers moves onward, outward and upward to greater prosperity, magnitude and importance, no man can afford to stand in its way or attempt to obstruct its growth in any manner without being made to feel its weight and the power of its independence. This Assembly is intended to specially represent North Carolina and North Carolina teachers, and such methods and views as are best adapted to our North Carolina system of education, and then its work has a peculiar attraction for North Carolinians.

# ASSEMBLY NOTES.

THE NEXT number of THE TEACHER will begin the publication of proceedings of the Assembly with many of the valuable addresses, in full, as they were delivered. The editor will also endeavor to show the sentiment which prevailed throughout the Assembly upon each important matter which was discussed.

THE ELECTION of Prof. Geo. T. Winston, of the University, as President of the Teachers' Assembly has received the heartiest and most enthusiastic endorsement of the profession throughout the State. Prof. Winston is one of the ablest and most universally admired teachers in the State and he is a thorough North Carolinian, and in his election the Assembly has not only honored itself, but also our University which the President represents.

WE PUBLISH, with much pleasure, the following letter received by the Secretary from the Chief Justice of North Carolina, Hon. W. N. H. Smith, enclosing a check for $25, with application for Life Membership in the North Carolina Teachers' Assembly:

RALEIGH, N. C., JULY 28, 1888.

*Eugene G. Harrell, Esq., Secretary:*

Yours of the 28th inst. received, and I cheerfully send the sum required, as a small contribution to making successful the movement in progress for the elevation of the business of teaching and the improvement by social intercourse of teachers themselves. This seems to be largely due to your efforts, and I feel a just pride in what I was permitted to see at the general meeting in June at Morehead. The art of teaching is now rapidly assuming its proper place among the pursuits of men, and the commingling at the Assembly of those of the highest attainments in learning and who fill exalted places in our colleges with others similarly employed but in humble positions, is giving dignity and deserved importance to all engaged. With my best wishes for its success and thankfulness for your own valuable services, I am, Very truly yours,

W. N. H. SMITH.

THE NEW proprietors of the Atlantic Hotel, Messrs. Beermann & Cooke, have completely captured the hearts of our Assembly by the excellent accommodations and fare which they furnished to the teachers during the session. In every department of the

hotel management there was seen the greatest care and attention to even the smallest details which were conducive to the comfort and pleasure of that immense crowd of guests, and during the entire session not a complaint of any kind reached our ears, but we heard many hundred expressions of satisfaction and delight concerning the accommodation and management of the hotel. We congratulate Messrs. Beermann & Cooke on the splendid reputation which they have made this first season of their control of the Atlantic Hotel, the "Summer Capital by the Sea" and the North Carolina teachers' summer home.

## HINTS ON TEACHING SPELLING.

The teacher should call attention to the change of spelling of certain words in the course of the last five decades, and also point out changes that may occur in the near future.

Careless spellers may be corrected by being required to spell from the book, giving the letters in the exact order of the book forward and *backward*—thus teaching them observation.

We use no spelling book, but find the lessons in the reading and the misspelled words in the various written exercises of the scholars. The latter plan is extended through the high school. —*I. C. Libby.*

In the high school we have blank spellers which are kept at the teacher's desk and examined by friends—a heavy cross put opposite the word spelled wrong. We sometimes vary by having spelling matches, and a spelling exercise with every recitation.—*M. N. Fish.*

The teacher should keep lists of words missed in written examinations and papers and also by his correspondents, and use them in reviews and as general exercises. Especially is this valuable when it is remembered that out of about 100,000 words in the language but *few* have at command above three or four thousand, and thus the necessity of mastering the principal ones, or, in other words, those in common use.—*Anonymous.*

# EDITORIAL.

## OUR SUMMER NORMALS.

After leaving the Teachers' Assembly a teacher can spend with great benefit a few days at some of the excellent Normal Schools which the State has provided and located at convenient and pleasant points. These schools are intended mainly for public school teachers, and their faculties are composed of the leaders in this class of work in our State, and therefore a few days' sojourn at one of the Normals is almost as beneficial as a visit to the principal graded schools of the State, where the work is in practical operation. It is also a duty which the teacher in the public schools owes to the State to attend, if possible, a Normal or an Institute every year, for without this attendance it is impossible to keep posted in the best methods used in that particular class of school work.

The Normals this season have been, in some respects, even better than in several years past, and every effort has been made to give the greatest possible benefit to those who attended. It is gratifying to know that the efforts of our Normal School faculties have been successful this season in bringing out a good number of the ambitious and progressive teachers as students in the Normals, and it is certain that the benefits of the attendance will be seen in many schools this fall.

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HAVE YOU sent THE TEACHER any items of news from your school lately? Are you interested in hearing from your co-laborers? Then your co-laborers have the same interest in hearing from you. The best time to attend to this is now, while this item is fresh in your mind, and a postal card will bring the information desired.

CAN YOU afford to be without THE NORTH CAROLINA TEACHER to aid you in your school work this year, and to keep you informed in all educational matters which are interesting the people of North Carolina?

THIS ISSUE of THE TEACHER has been greatly delayed on account of the unusual amount of work which the editor had to do in connection with the recent session of the Teachers' Assembly at Morehead City. The numbers will reach our readers regularly in the future.

WE HAVE been able this season to secure many desirable positions in schools for teachers who were without situations, and we now have several applications for teachers which are not yet filled. In writing to the editor about teachers or schools please be particular to give all necessary information, as it will expedite matters very much. We make no charge for any assistance rendered to our teachers or school officers, and shall be glad at any time to serve them.

THE COLORED teachers of North Carolina have an excellent educational exponent in *The Progressive Educator*, published at Salisbury and Raleigh, and edited by Professors C. N. Hunter and S. G. Atkins. The first number, which is just from press, is in every way a worthy champion of progressive education among the colored teachers, and we trust that the journal will have the liberal support which it truly deserves. The whole general tone of the publication is good, and we feel sure that it is destined to be a power in its special field of labor and we cordially welcome its appearance.

DON'T ESTABLISH a reputation in this State as being a "know-it-all" teacher. Even if you are fairly well informed in a special class of work there may be other teachers perhaps as well or better posted, and it is not pleasant to see an educational demagogue. Don't think that only those persons who have graduated at some college are the educated ones, because it is possible for people to become intelligent without going to any college. Don't criticize the methods of other teachers too

severely, because they may be as good as yours, and it is the part of wisdom ever to keep in mind that famous stanza of Burns':

"O wad some power the giftie gie us
To see ourselves as ithers see us.
It wad frae mony a blunder free us,
And foolish notion."

If you are preparing to engage in teaching as a regular profession it will pay you to thoroughly prepare yourself for the work. There is much more preparation needed than simply a diploma of graduation from a college or university, and if you want to be a teacher try to be one of the best. Every female teacher should be able to instruct a pupil in the English branches, Algebra, Calisthenics, Elocution and Music, and she should be well informed in the best methods of teaching these things. Knowledge also of Latin and French would be very valuable. A male teacher who takes charge of a school should be prepared to teach English, Latin to Virgil, Higher Mathematics, Elocution or Reading, Book-keeping, Elementary Greek and French, and he should know well what he undertakes to teach. Even if he takes a public school, where only the prescribed branches are to be taught, he will find this additional preparation exceedingly useful in his work.

This number of The Teacher completes the fifth volume, and it makes us proud to reflect that it is even a more successful and satisfactory volume than any preceding ones. We feel that much incentive to progressiveness has been given to the profession through the many admirable articles from teachers which have appeared in these pages from time to time, and we have reason to know that the position of The Teacher in the matter of the relation of the public school to the high school has received the heartiest approval and endorsement of a very large majority of the regular teachers of the State. In the editor's views upon all matters which he has discussed in The Teacher he has endeavored to be guided solely by principle, and has spoken and will always speak what he believes to be in the best

interest of our schools, our teachers, and most important to the safety of our public school system. Actuated entirely by such motives the editor will continue to be, as heretofore he has been, fearless and outspoken in all matters pertaining to the welfare and perpetuity of North Carolina schools and the success of North Carolina teachers in whatever branch of school work they may be engaged.

## ABOUT OUR TEACHERS AND SCHOOLS.

Mr. A. L. Plummer has a flourishing school at May, Harnett county.

Mr. A. B. Hill has been re-elected as principal of the Pittsboro Academy.

Prof. W. L. Poteat, of Wake Forest College, is on an extended European tour.

Prof. W. J. Scroggs, of Mt. Olive, will take charge of the Female Seminary at Lexington.

Mr. S. A. Holleman, late of Graham College, will take charge of the high school at Mooresboro, Cleveland county.

Miss Bessie Sherrill, of Salisbury, has accepted a position as music teacher in the Albemarle Academy, Stanly county.

Mr. H. L. Cobb (Trinity College), late of Moffit's Mills, has assumed control of the Kernersville High School, Forsyth county.

Rev. J. M. White will open the Excelsior Institute at Apex, Wake county, August 6th and will be assisted by his accomplished wife.

Mr. W. W. Holding, of Wake Forest, has been chosen principal of the Sanford High School, and the school will open August 20th.

Mr. W. V. Savage, Principal of the Centennial Graded School at Raleigh, has been elected as principal of the Henderson Female College.

Prof. J. H. Lindsey, of Kernersville, has been elected a teacher in the Staunton, Virginia, Institute for the Deaf and Dumb and the Blind.

Mr. J. P. Grey has assumed the duties of principal of Warrenton Male Academy, made vacant by the death of the lamented Captain J. E. Dugger.

Mr. Allen Jones, Jr., and Mr. D. N. McLauchlin, A. B., will have charge of Pocket High School, for both sexes, in Moore county. The school will open August 20th.

Miss Lily York has taken charge of the Music Department of Graham College, Alamance county. She has just completed a course at Staunton Female College, Virginia.

Rev. Nat. Harding, the efficient County Superintendent of Beaufort county, attended the Encampment of the State Guard, at Wrightsville, as Chaplain of the First Regiment.

Mr. W. A. Flynt, A. M., is still in charge of Dalton Institute, Stokes county. The Institute will open August 6th. It is an excellent boarding school for young men and young ladies.

Centreville Male and Female Academy, Pitt county, will open September 24th with Mr. J. L. Winfield, Principal, Mr. L. A. Williamson as associate and Miss Jennie Kilpatrick as teacher of music.

Mrs. Flora Church, of Florence, S. C., one of the best teachers of the Palmetto State and very popular at our Teachers' Assembly this summer, spent several days at Wrightsville during the Encampment of the State Guard.

The Teachers' Council of Sampson county is discussing the very important and interesting question, "What shall be taught in the public schools and to what extent?" The Council is in a flourishing condition and is doing much good in the county.

The Guilford County Teachers' Institute, conducted by Mr. J. R. Wharton, the County Superintendent, Messrs. W. A. and J. J. Blair, and Mrs. Humphrey, of Goldsboro, had a very successful term. Near a hundred teachers were enrolled as members.

Miss Eva Belle Simmons, the accomplished daughter of Dr. W. G. Simmons, of Wake Forest College, has become associated with Miss Fort in the principalship of Wake Forest Female Seminary. Miss Simmons took the full A. B. course at Wake Forest College and graduated with honor at the recent commencement.

The annual meeting of the State Educational Association of colored teachers held in Raleigh on June 12-17 was highly successful in every way. The attendance was large and there was an air of progressiveness pervading the session which was very gratifying. The various papers and discussions were excellent, and they would do credit to any gathering of teachers. Rev. J. C. Price, D. D., of Salisbury, was re-elected President for the ensuing year and the Secretaries are John R. Hawkins, of Kittrells, and Miss M. W. Howe, of Wilmington.

# ABOUT NEW BOOKS.

The prices given in this list are for specimen copies for examination and include postage. Any of the books will be supplied by Alfred Williams & Co., Raleigh, by mail postpaid at publishers' prices:

GINN & Co., Boston, Mass.:

CÆSAR'S ARMY. A Study of Military Art of the Romans in the last days of the Republic. By Harry Pratt Judson. $1.10.

SHAKESPEARE AND CHAUCER EXAMINATIONS. By William Taylor Thom. $1.10.

BENJAMIN FRANKLIN. Classics for Children. Edited by D. H. Montgomery. 50 cents.

RECENT EXAMINATION PAPERS for admission to Harvard, Yale, Princeton, &c. By John S. White, LL. D. $1.25.

LESSONS IN ENGLISH, adapted to the study of American Classics. By Sara E. Husted Lockwood. $1.25.

AIMS AND METHODS OF CLASSICAL STUDY. By William Gardner Hall. 20 cents.

OUTLINES OF ANCIENT HISTORY, PT. I. By P. V. N. Myers. $1.55.

SCOTT'S LAY OF THE LAST MINSTREL. Classics for Children. 35 cents.

TOPICS IN ANCIENT HISTORY. By Clark W. Wood. 20 cents.

GERMAN EXERCISES. Material to Translate into German. By J. Fred Stein. 45 cents.

THUCYDIDES, BOOK V. Edited by Harrold North Fowler. $1.50.

ARABIAN NIGHTS. Classics for Children. Edited by Edward E. Hale. 50 cents.

LESSONS IN GEOMETRY. For Beginners. By C. A. Hill. 75 cents.

ACADEMIC TRIGONOMETRY, Plane and Spherical. By T. M. Blakslee. 30 cents.

GRADED GERMAN LESSONS. Being a Practical German Grammar. By William Eysenbach. Revised by William C. Collar. $1.30.

NUMBER STUDIES. By L. J. Woodward. 45 cents.

INTRODUCTION TO PHYSICAL SCIENCE. By A. P. Gage. $1.10.

PILGRIMS AND PURITANS. A story of the planting of Plymouth and Boston. By N. Moore. 85 cents.

INTRODUCTION TO CHEMICAL SCIENCE. By R. P. Williams. 90 cents.

D. APPLETON & Co., New York:

HOW I WAS EDUCATED PAPERS. From the *Forum* Magazine. 30 cents.

THE NEW PRACTICAL ARITHMETIC. By Waite A. Shoemaker and Isabel Lawrence, under the direction of D. L Kiehle. 90 cents.

STORIES OF OTHER LANDS. By James Johonnot.

THE MIND OF THE CHILD, PT. I. The Senses and the Will. International Education Series. By W. Preyer. $1.50.

INTRODUCTORY STEPS IN SCIENCE. By Paul Bert. 90 cents.

ELEMENTS OF POLITICAL ECONOMY, with application to questions of the day. By J. Laurence Lauchlin. $1.50.

OUTLINES OF NATURAL PHILOSOPHY. By. J. C. Everett.

THE EDUCATION OF MAN. By Friederich Frœbel. $1.50.

FIRST GERMAN READER. On the Cumulative Method. By Adolphe Dreyspring. 75 cents.

D. C. HEATH & Co., Boston:

INDUSTRIAL EDUCATION. A Pedagogic and Social Necessity. By Robert Seidel. 80 cents.

SEASIDE AND WAYSIDE. Nature Readers, Pts. I and II. By Julia McNair Wright. Each, 25 cents.

THE PRELUDE. By William Wordsworth, with notes by A. J. George. $1.00.

COMPOSITION AND RHETORIC BY PRACTICE. By William Williams. 85 cents.

EXERCISES IN ENGLISH. By H. I. Strong.

PRACTICAL LESSONS IN THE USE OF ENGLISH. By Mary F. Hyde. 60 cents.

A NEW PART SONG AND CHORUS BOOK. For High Schools, Academies and Choral Societies. By Chas. E. Whitney. $1.00.

THE MANUAL TRAINING SCHOOL. Its Aims, Methods and Results. By C. A. Woodward. $2.00.

THE ENGLISH LANGUAGE. Its Grammar, History and Literature. By J. M. D. Meiklejohn. $1.40.

VAN ANTWERP, BRAGG & Co., Cincinnati, Ohio:

FAMILIAR ANIMALS AND THEIR WILD KINDRED. For Third Reader Grade. By John Monteith. 60 cents.

ELEMENTS OF ENGLISH. Preparation for the Study of English Literature. By M. W. Smith. $1.40.

THE SCIENCE OF EDUCATION. A Text-Book for Teachers. By Francis B. Palmer. $1.25.

E. H. BUTLER & Co., Philadelphia:

BUTLER'S NEW ELEMENTARY GEOGRAPHY. By Jacques W. Redway. 65 cents.

BUTLER'S NEW PHYSICAL GEOGRAPHY. By Jacques W. Redway. $1.30.

LEE & SHEPARD, Boston:

ELEMENTS IN PRACTICAL ARITHMETIC, with Exercises for Class Drill. By John P. Payson. 55 cents.

FIRST STEPS WITH BRITISH AND AMERICAN AUTHORS. By Albert F. Blaisdell. 75 cents.

CHIPS FROM A TEACHER'S WORK-SHOP. By L. R. Klemm. $1.50.

E. L. KELLOGG & Co., New York:

GRUBE'S METHOD OF TEACHING ARITHMETIC. Explained and illustrated by Levi Seeley. $1.00.

MIND STUDIES FOR YOUNG TEACHERS. By Jerome Allen. 30 cents.

AUTOBIOGRAPHY OF FRŒBEL. Reading Circle Library. 30 cents.

FOWLER AND WELLS Co., New York:

HOW TO TEACH VOCAL MUSIC. The Teacher's Eclectic Manual. By Alfred Andrews. 50 cents.

ATHLETIC PUBLISHING Co., Philadelphia:

HOW TO BECOME A BASE BALL PLAYER. Origin, History and Explanation of the Game. By John Montgomery Ward. 25 cents.

SILVER, ROGERS & Co., Boston:

STUDIES IN CIVIL GOVERNMENT. By William A. Mowry. Introduction, 95 cents.

KENNEDY & Co., New York:

WHAT WORDS SAY. A Practical Analysis of Words. By John Kennedy. 50 cents.

INTERSTATE PUBLISHING Co., Chicago:

ELEMENTS OF ENGLISH. An Introduction to English Grammar. By Geo. Hodgdon Ricker. 30 cents.

CHAUTAUQUA PRESS, Boston:

THE CHAUTAUQUA MOVEMENT. By John H. Vincent. $1.50.

H. H. CARTER & KARRICK, Boston:

FACTS AND FICTION IN MENTAL HEALING. By Chas. M. Barrows. $1.25.

PRONG EDUCATIONAL Co., Boston:

THE USE OF MODELS. The Teacher's Assistant for Form Study and Drawing. 50 cents.

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